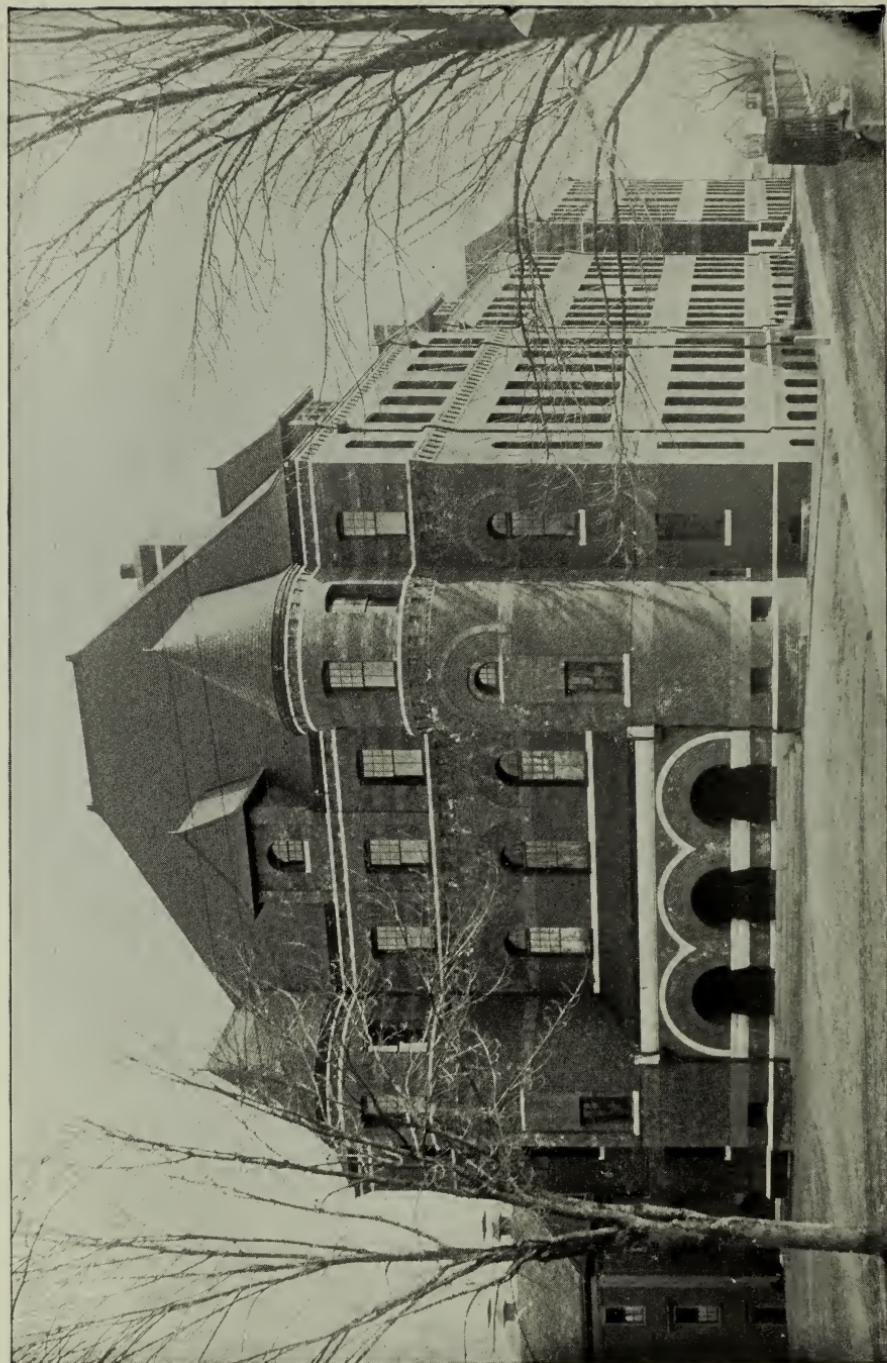


STATE NORMAL SCHOOL
BRIDGEWATER : : MASS.



1911 : : : : : : : 1912



STATE NORMAL SCHOOL.

BRIDGEWATER
STATE NORMAL SCHOOL
MASSACHUSETTS

ESTABLISHED 1840



1911-12



BOSTON
WRIGHT AND POTTER PRINTING COMPANY
STATE PRINTERS, 18 POST OFFICE SQUARE
1912

APPROVED BY
THE STATE BOARD OF PUBLICATION.

STATE BOARD OF EDUCATION.

ESTABLISHED IN 1837, REORGANIZED IN 1909.

	TERM EXPIRES.
FREDERICK P. FISH, <i>Chairman</i> , 84 State Street, Boston,	1913.
SARAH LOUISE ARNOLD, 9 Crescent Avenue, Newton Centre,	1912.
ELLA LYMAN CABOT, 190 Marlborough Street, Boston,	1913.
SIMEON B. CHASE, Fall River,	1912.
LEVI L. CONANT, Worcester Polytechnic Institute, Worcester,	1914.
THOMAS B. FITZPATRICK, 104 Kingston Street, Boston,	1914.
FREDERICK W. HAMILTON, Tufts College,	1913.
PAUL H. HANUS, Harvard University, Cambridge,	1914.
CLINTON Q. RICHMOND, North Adams,	1912.

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EDWARD C. BALDWIN,	. .	Room 500, Ford Building, Boston.
MICHAEL W. MURRAY (<i>special</i>),	Room 702,	Ford Building, Boston.

FACULTY.

ARTHUR C. BOYDEN, A.M., PRINCIPAL.

History, and History of Education.

ALBERT G. BOYDEN, A.M., PRINCIPAL EMERITUS.

Educational Psychology.

FRANZ H. KIRMAYER, PH.D.,	.	.	.	.	.	Classics and Modern Languages.
WILLIAM D. JACKSON,	.	.	.	.	.	Advanced Mathematics, Physics.
CHARLES P. SINNOTT, B.S.,	.	.	.	.	.	Geography, Physiology.
HARLAN P. SHAW,	.	.	.	.	.	Chemistry, Mineralogy.
FRANK E. GURNEY,	.	.	.	.	.	Mathematics, Astronomy.
CHARLES E. DONER,	.	.	.	.	.	Supervisor of Penmanship.
CLARA C. PRINCE,	.	.	.	.	.	Vocal Music.
FANNY A. COMSTOCK,	.	.	.	.	.	Mathematics, English.
ELIZABETH F. GORDON,	.	.	.	.	.	Supervisor of Physical Training.
RUTH F. ATKINSON,	.	.	.	.	.	Assistant in Physical Training.
ALICE E. DICKINSON,	.	.	.	.	.	English.
FLORENCE I. DAVIS,	.	.	.	.	.	Botany, Zoölogy, School Gardening.
ANNA W. BROWN,	.	.	.	.	.	Vocal Expression.
MABEL B. SOPER,	.	.	.	.	.	Supervisor of Manual Arts.
ELIN JONSEN,	.	.	.	.	.	Manual Training.
MABEL L. VEASEY,	.	.	.	.	.	Supervisor of Training and Child Study.
ANNE M. WELLS,	.	.	.	.	.	Supervisor of Kindergarten-Primary Course.

MODEL SCHOOL.

BRENELLE HUNT, PRINCIPAL, Grade IX.

ETHEL P. WHEELER,	.	.	.	.	.	.	Grade IX.
MARTHA M. BURNELL,	.	.	.	.	.	.	Grade VIII.
MYRA E. HUNT,	.	.	.	.	.	.	Grade VII.
NELLIE M. BENNETT,	.	.	.	.	.	.	Grade VI.
JENNIE BENNETT,	.	.	.	.	.	.	Grade V.
BERTHA O. METCALF,	.	.	.	.	.	.	Grade IV.
SARAH W. TURNER,	.	.	.	.	.	.	Grade III.
NEVA I. LOCKWOOD,	.	.	.	.	.	.	Grade II.
FLORA M. STUART,	.	.	.	.	.	.	Grade I.
RUTH E. DAVIS,	.	.	.	.	.	.	Grade I.
ANNE M. WELLS,	.	.	.	.	.	.	Principal of Kindergarten.
FRANCIS P. KEYES,	.	.	.	.	.	.	Assistant in Kindergarten.

CHARLES H. BIXBY, Accountant and Clerical Assistant.

[Figures in light face indicate no session.]

. . . 1912 1913 . . .																					
JANUARY.							JULY.							JANUARY.							JULY.							
S	M	T	W	Th	F	S	S	M	T	W	Th	F	S	S	M	T	W	Th	F	S	S	M	T	W	Th	F	S	
..	I	2	3	4	5	6	..	I	2	3	4	5	6	..	I	2	3	4	5	..	I	2	3	4	5	..	I	2
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14	15	16	17	18	19	20	14	15	16	17	18	19	20	12	13	14	15	16	17	18	13	14	15	16	17	18	19	
21	22	23	24	25	26	27	21	22	23	24	25	26	27	19	20	21	22	23	24	25	20	21	22	23	24	25	26	
28	29	30	31	28	29	30	31	26	27	28	29	30	31	..	27	28	29	30	31	
FEBRUARY.							AUGUST.							FEBRUARY.							AUGUST.							
S	M	T	W	Th	F	S	S	M	T	W	Th	F	S	S	M	T	W	Th	F	S	S	M	T	W	Th	F	S	
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4	5	6	7	8	9	10	4	5	6	7	8	9	10	2	3	4	5	6	7	8	3	4	5	6	7	8	9	
11	12	13	14	15	16	17	11	12	13	14	15	16	17	9	10	11	12	13	14	15	10	11	12	13	14	15	16	
18	19	20	21	22	23	24	18	19	20	21	22	23	24	16	17	18	19	20	21	22	17	18	19	20	21	22	23	
25	26	27	28	29	25	26	27	28	29	30	31	25	26	27	28	29	30	31	24	25	26	27	28	29	30	
MARCH.							SEPTEMBER.							MARCH.							SEPTEMBER.							
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3	4	5	6	7	8	9	8	9	10	11	12	13	14	2	3	4	5	6	7	8	7	8	9	10	11	12	13	
10	11	12	13	14	15	16	15	16	17	18	19	20	21	9	10	11	12	13	14	15	14	15	16	17	18	19	20	
17	18	19	20	21	22	23	17	18	19	20	21	22	23	16	17	18	19	20	21	22	21	22	23	24	25	26	27	
24	25	26	27	28	29	30	24	25	26	27	28	29	30	23	24	25	26	27	28	29	28	29	30	
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S	M	T	W	Th	F	S	S	M	T	W	Th	F	S	S	M	T	W	Th	F	S	S	M	T	W	Th	F	S	
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5	6	7	8	9	10	11	3	4	5	6	7	8	9	4	5	6	7	8	9	10	2	3	4	5	6	7	8	
12	13	14	15	16	17	18	10	11	12	13	14	15	16	11	12	13	14	15	16	17	9	10	11	12	13	14	15	
19	20	21	22	23	24	25	17	18	19	20	21	22	23	18	19	20	21	22	23	24	16	17	18	19	20	21	22	
26	27	28	29	30	31	..	24	25	26	27	28	29	30	25	26	27	28	29	30	31	23	24	25	26	27	28	29	
JUNE.							DECEMBER.							JUNE.							DECEMBER.							
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16	17	18	19	20	21	22	22	23	24	25	26	27	28	22	23	24	25	26	27	28	21	22	23	24	25	26	27	
23	24	25	26	27	28	29	29	30	31	29	30	28	29	30	31	

• NEW • DORMITORY • FOR • WOMEN •
• NORMAL • SCHOOL • BRIDGEWATER •
• HARTWELL • RICHARDSON & DRIVER •
• ARCHITECTS • BOSTON •



CALENDAR.

1912.

Graduation

Tuesday, June 18, 10 A.M.

First Entrance Examination

Thursday and Friday, June 20 and 21, at 9 A.M.

Second Entrance Examination

Tuesday and Wednesday, September 3 and 4, at 9 A.M.

School Year Begins

Model School, Tuesday, September 3.

Normal School, Thursday, September 5, at 9.15 A.M.

Thanksgiving Recess

Begins Tuesday night, November 26. Ends Monday night, December 2.

Christmas Recess

Begins Friday night, December 20. Ends Monday night, December 30.

1913.

Second Term Begins

Monday, January 27.

Spring Recess

Begins Friday night, March 14. Ends Monday night, March 24.

Graduation

Tuesday, June 17, 10 A.M.

First Entrance Examination

Thursday and Friday, June 19 and 20, at 9 A.M.

Second Entrance Examination

Tuesday and Wednesday, September 2 and 3, at 9 A.M.

School Year Begins

Model School, Tuesday, September 2.

Normal School, Thursday, September 4, at 9.15 A.M.

Thanksgiving Recess

Begins Tuesday night, November 25. Ends Monday night, December 1.

Christmas Recess

Begins Friday night, December 19. Ends Monday night, December 29.

Sessions are from 9 A.M. to 12 M., and 1.15 P.M. to 3.50 P.M. There are no sessions on Saturday.

Candidates who take the examination in September should come prepared to stay. Accommodations during the time of the examinations may be had at the school. For information concerning the school address the principal at Bridgewater.

The telephone call of the school is "8044-4;" the telephone call of the principal's residence is "2-2."

STUDENTS.

FOR THE YEAR BEGINNING SEPT. 7, 1911.

SPECIAL COURSES.

ENTERED 1910.

Sarrafian, Kevork Avedis . . .	Central Turkey College . . .	Boston.
Ames, Marian . . .	Teacher . . .	Pepperell.
Black, Gladys Nancy . . .	Norm'l School, Castine, Me.	Cape Rozier, Me.
Flower, Ethel May . . .	Norm'l Sch'l, Castleton, Vt.	Rupert, Vt.

ENTERED 1911.

Bartevian, Iknadios ¹ . . .	Central Turkey College . . .	Boston.
Cargill, Fred Ernest . . .	Teacher . . .	Bridgewater.
Crafts, William Henry . . .	Bowdoin College . . .	Bridgewater.
Adrian, Marion Gertrude . . .	Boston University . . .	Taunton.
Atkinson, Mary J. ¹ . . .	Teacher . . .	East Bridgewater.
Barrows, Bernice Esther . . .	Teacher . . .	Carver.
Capen, Rachel . . .	Teacher . . .	Stoughton.
Delano, Ruth Edson . . .	Boston University . . .	Duxbury.
Howland, Jessie Millard . . .	Teacher . . .	Berkley.
Jones, Isa Etta . . .	Teacher . . .	Alton Bay, N. H.
Josselyn, Lydia Colcord ² . . .	Teacher . . .	Bridgewater.
Lewis, Phebe . . .	Wellesley College . . .	N. Stonington, Conn.
Machado, Panchita ¹ . . .	National College . . .	Caracas, Venezuela.
Pease, Florence Mabel . . .	Teacher . . .	Conway.
Pember, Susan ² . . .	Teacher . . .	Rochester, Vt.
Rockey, Lois . . .	Ohio Wesleyan University . . .	Madison, N. J.
Sewall, Sadie Emilie . . .	Nor'l Sch'l, San José, Cal.	Taunton.
Shaw, Marian Ethel . . .	Plym'uth, N. H., N'r'l Sch'l	Kensington, N. H.
Titecomb, Affie Isabella . . .	Teacher . . .	New Bedford.
Vanston, Anna Mildred ¹ . . .	Vassar College . . .	Stoughton.

Men, 4; women, 20.

REGULAR COURSE.

Hayes, George Edward . . .	Bridgewater . . .	Entered 1907.
Lane, Lester Malcolm . . .	Hingham Center . . .	" "
Darling, Harry Carlton . . .	Rockland . . .	" 1908.
Dolan, James Edward . . .	Randolph . . .	" "
Dunn, Valentine Francis . . .	Rockland . . .	" "
McKinnon, George Linus . . .	Whitman . . .	" "
Wilbur, Howard . . .	Fall River . . .	" "
Arnold, Eileen Frances . . .	Brockton . . .	" "

¹ Present part of first term.

² Present second term.

Beattie, Cecilia Mary . . .	Bridgewater . . .	Entered 1908.
Howes, Sarah Freeman . . .	East Dennis . . .	" "
Hunt, Marion Bancroft . . .	Bridgewater . . .	" "
Onley, Mary Hudson . . .	New Bedford . . .	" "
Severance, Evelyn Searles . .	South Hanover . . .	" "
Whiting, Esther Martha . . .	Brockton . . .	" "
Williamson, Charlotte Janet . .	Brockton . . .	" "
Blake, Harold Rockwood . . .	Marlborough . . .	1909.
Churchill, Everett Avery . . .	Bridgewater . . .	" "
Conlon, Joseph Augustus . . .	Campello . . .	" "
Jones, Arthur Clarendon . . .	Charlemont . . .	" "
Murphy, James Anthony . . .	Whitman . . .	" "
Newhall, Orton Cole . . .	North Middleborough . . .	" "
O'Brien, John James . . .	Hingham . . .	" "
Raymond, Oscar Francis . . .	Brockton . . .	" "
Standish, Alfred Elmer . . .	Middleborough . . .	" "
Swift, Bradford Elmer . . .	Middleborough . . .	" "
Young, Kenneth Lincoln ¹ . .	Hingham . . .	" "
Berry, Ila De Ette . . .	Gloucester . . .	" "
Crane, Eva Mildred . . .	Avon . . .	" "
Crimmin, Marguerite Marie . .	Brockton . . .	" "
Depoyan, Martha . . .	Bridgewater . . .	" "
Harris, Gladys Myrtle . . .	Abington . . .	" "
Hopkins, Elizabeth . . .	Marion, O. . .	" "
Lane, Alice Rubena . . .	Hingham Center . . .	" "
Paine, Doris Mae . . .	Winchester . . .	" "
Robbins, Helen Paine . . .	Harwich . . .	" "
Speare, Mildred Dexter . . .	Chelsea . . .	" "
Tower, Nellie Alta . . .	Hanover . . .	" "
Waldron, Hope Perry . . .	Dighton . . .	" "
Cushing, Josiah Stearns . . .	Middleborough . . .	1910.
Hunt, Harold David . . .	Bridgewater . . .	" "
Lane, John Joseph . . .	Rockland . . .	" "
McCarthy, William James . . .	Somerville . . .	" "
McCreery, Walter Joseph . . .	Fall River . . .	" "
McDonnell, Bernard Joseph . .	South Boston . . .	" "
Burns, Harriet Frances . . .	Quincy . . .	" "
Henry, Susa Watson . . .	Brockton . . .	" "
Johnson, Edith Christina . . .	Milton . . .	" "
Kendrick, Edith Louise . . .	Brockton . . .	" "
Manchester, Almyra Sherman . .	South Dartmouth . . .	" "
McCausland, Elizabeth Rebecca . .	Whitman . . .	" "
McFadden, Iva Martha . . .	Haverhill . . .	" "
Mea, Frances Bessie . . .	Rockland . . .	" "
Nerney, Dolly Blanche . . .	Attleborough . . .	" "
Newton, Dorothy . . .	South Easton . . .	" "
Brooks, Charles Wilfred . . .	South Hanover . . .	1911.
Clark, Thomas Henry . . .	South Weymouth . . .	" "
Dunn, Cornelius Francis . . .	Baldwinville . . .	" "
Harper, John Henry ¹ . . .	Natick . . .	" "
Kendall, Harold Lavern . . .	South Framingham . . .	" "
LeLacheur, Embert Alexander . .	Boston . . .	" "
Sheehan, Paul Sylvester . . .	Fairhaven . . .	" "

¹ Present part of first term.

Wheeler, Daniel Gage . . .	Rockland . . .	Entered 1911.
Adams, Bertha . . .	Winchester . . .	" "
Adams, Jessie Ruth . . .	Elmwood . . .	" "
Arnold, Amy Edna . . .	Abington . . .	" "
Arnold, Irene ¹ . . .	Adams . . .	" "
Bishop, Susan Azuba . . .	Middleborough . . .	" "
Burkett, Christine Elzada . . .	Pembroke . . .	" "
Clark, Mary Alice . . .	Bridgewater . . .	" "
Cole, Mary Louise . . .	Dorchester . . .	" "
Davis, Esther Phebe . . .	Revere . . .	" "
Davis, Marie Jenison . . .	Elmwood . . .	" "
De Mar, Mabel Florence . . .	Melrose . . .	" "
Drake, Harriett Frances . . .	Melrose . . .	" "
Fitzgibbon, Mary Margaret . . .	Athol . . .	" "
Reinhardt, Marion Barker . . .	Kingston . . .	" "
Stetson, Ethel Isabel ¹ . . .	Hanover . . .	" "
Taylor, Roxie May . . .	Attleborough . . .	" "
Wetherbee, Laeta Orene . . .	Fall River . . .	" "
Wright, Edith Lobdell . . .	Plympton . . .	" "

Men, 32; women, 48.

INTERMEDIATE COURSE.

Adelson, Annie . . .	Brockton . . .	Entered 1909.
Adelson, Eva Viola . . .	Brockton . . .	" "
Barnes, Esther Mary . . .	Brockton . . .	" "
Bishop, Carrie Amy . . .	North Abington . . .	" "
Clarke, Marguerite . . .	Millville . . .	" "
Fetherston, Sadie . . .	Brockton . . .	" "
Hobart, Eva Antoinette Folansbee . . .	Quincy . . .	" "
Hunt, Katie Muriel . . .	Norwood . . .	" "
Lane, Catherine Teresa . . .	Rockland . . .	" "
Lewis, Ella Hastings . . .	Malden . . .	" "
Lovell, Marian Stebbins . . .	Winchester . . .	" "
Lundergan, Mae Louise . . .	Brockton . . .	" "
Martin, Alice . . .	Brockton . . .	" "
Murrill, Margaret Mary . . .	Rockland . . .	" "
Nye, Mildred Fally . . .	Campello . . .	" "
Power, Maria Katherine . . .	Taunton . . .	" "
Ross, Clara . . .	Dorchester . . .	" "
Russell, Gladys Felton . . .	West Hanover . . .	" "
Sears, Madeline Howard . . .	East Dennis . . .	" "
Alger, Grace Linwood . . .	West Bridgewater . . .	1910.
Arden, Lena Kate . . .	New Bedford . . .	" "
Brownell, Mildred Edna . . .	New Bedford . . .	" "
Cronan, Rita Mae . . .	Campello . . .	" "
Crossman, Elsie Babcock . . .	Milton . . .	" "
Day, Edna Camille . . .	Hanover . . .	" "
Fountain, Marion Louise . . .	Attleborough . . .	" "
Garrity, Florence Helen . . .	Abington . . .	" "
Hunt, Florence Angeline ¹ . . .	South Middleborough . . .	" "
Johnson, Celia Pearl . . .	Norton . . .	" "
Kendregan, Emily Elizabeth . . .	Rockland . . .	" "

¹ Present part of first term.

King, Hilda Ullman . . .	New Bedford . . .	Entered	1910.
Knowles, Cora Winifred . . .	Campello . . .	"	"
Lydon, Helen Teresa . . .	Abington . . .	"	"
O'Grady, Annie Loretta . . .	Rockland . . .	"	"
Phipps, Frances Mildred . . .	Milton . . .	"	"
Turner, Lillian Augusta . . .	Bridgewater . . .	"	"
Turner, Miriam Reed . . .	Bridgewater . . .	"	"
Winslow, Marion Frances . . .	West Hanover . . .	"	"
Adams, Hester Forsyth . . .	Stoneham . . .	"	1911.
Bailey, Mabel Olive . . .	Waltham . . .	"	"
Bellamy, Mary Gertrude . . .	Rockland . . .	"	"
Bixby, Helen Grace . . .	Holbrook . . .	"	"
Burke, Alice Loretta . . .	Rockland . . .	"	"
Burns, Eileen Marie . . .	Hingham . . .	"	"
Cross, Mildred Bertwell . . .	Brockton . . .	"	"
De Coster, Margaret Irene . . .	Brookville . . .	"	"
Dwyer, Louise . . .	North Abington . . .	"	"
Eaton, Mildred . . .	Malden . . .	"	"
Ennes, Annie Adeline . . .	Raynham . . .	"	"
Grindley, Sara Katherine . . .	West Roxbury . . .	"	"
Higgins, Mary Louise . . .	Rockland . . .	"	"
Hofmann, Hazelfern . . .	North Attleborough . . .	"	"
Kenney, Myra Louise . . .	North Abington . . .	"	"
Moynihan, Nellie Agnes . . .	Brockton . . .	"	"
Shea, Annie Josephine . . .	Brockton . . .	"	"
Skilling, Annie Elizabeth . . .	Holbrook . . .	"	"
Sullivan, Margaret Helen . . .	Franklin . . .	"	"
Wiley, Helen Ruth . . .	Waban . . .	"	"
	Women, 58.		

KINDERGARTEN-PRIMARY COURSE.

Dustan, Helen Colburn ¹ . . .	Worcester . . .	Entered	1908.
Sweet, Helen Caroline ² . . .	Bridgewater . . .	"	"
Emery, Nellie Walters . . .	East Harwich . . .	"	1909.
French, Isabel Somerset . . .	Salisbury . . .	"	"
Upton, Josephine Pervier . . .	Stoneham . . .	"	"
Wheeler, Flora Stella . . .	Enfield, N. H. . .	"	"
Alger, Katharine Brown . . .	West Bridgewater . . .	"	1910.
Hall, Inez Meredith . . .	Dennis . . .	"	"
Howard, Helen Covington . . .	West Bridgewater . . .	"	"
Hulett, Alice Vivian . . .	Abington . . .	"	"
Hunter, Genevieve Story . . .	Lowell . . .	"	"
Pimer, Grace Robinson . . .	Attleborough . . .	"	"
Richards, Helen Norton . . .	Attleborough . . .	"	"
Wales, Alice Dudley . . .	North Abington . . .	"	"
Wilkes, Ruth Howard . . .	Abington . . .	"	"
Doe, Gladys Emily . . .	Medford . . .	"	1911.
Hutchinson, Ruth . . .	Boston . . .	"	"
Loring, Hazel Shirley . . .	Duxbury . . .	"	"
Paine, Agnes Elizabeth . . .	Elmwood . . .	"	"
Wilbur, Annie Howe . . .	Middleborough . . .	"	"
	Women, 20.		

¹ Present first term.² Postgraduate course.

ELEMENTARY COURSE.

SENIOR CLASS.

Aitken, Jennie Helen	East Braintree.
Allen, Ruth Gertrude	South Weymouth.
Andrews, Beatrice May	Sharon.
Bachelder, Marion Eastman	Haverhill.
Backus, Helen Louise	Nantucket.
Bailey, Ruth Nancy	Hampstead, N. H.
Branch, Regina Layman	Manchester, N. H.
Bridgham, Emma Florence	Haverhill.
Buck, Isabel Lisette	Mansfield.
Cooney, Mary Elizabeth	Fall River.
Coyle, Catharine Elizabeth	Taunton.
Crowther, Ruth Frances	Fall River.
Cummings, Sara Gertrude	Newfields, N. H.
Danielson, Ruth Lennia	Quincy.
Delaney, Gertrude Elizabeth	New Bedford.
Dill, Eva Gladys	South Braintree.
Dillon, Mary Imelda	Whitinsville.
Dingwall, Margaret	North Weymouth.
Downing, Elsie Miriam	Dorchester.
Eldridge, Ruth Merriman	Wareham.
Faden, Grace Kimball	Waltham.
Falvey, Anna Cecilia	Holyoke.
Fay, Charlotte Morse	West Upton.
Fitzgerald, Joanna Christina	Taunton.
Freeman, Maude Reinette	Winthrop.
Gallagher, Mary Elizabeth	Rockland.
Gallagher, Mary Louise	Rockland.
Gifford, Margaret Kaulbach	Brockton.
Gifford, Mary Chace	Fall River.
Gladwin, Myrta Lester	Brockton.
Goodhue, Marie Winifred	Quincy.
Hall, Constance	East Boston.
Harrington, Anna Teresa	Somerset.
Hart, Alida Frances	Fall River.
Hanrahan, Grace Mary	Taunton.
Henderson, Velma Augusta	East Pembroke.
Hicks, Marion Estelle	Quincy.
Homer, Sadie Vickery	Fall River.
Johnson, Grace Frances	Brookline.
Johnston, Marion Borden	Fall River.
Kelley, Elsie Mae	East Milton.
Kelley, Madeline Marie	Melrose.
King, Helen Marguerite ¹	South Braintree.
Larkin, Anna Dorothea	Wollaston.
Mackinnon, Florence Margaret	Whitman.
Mann, Lillian Mary	Canton.
Marsh, Ethel Faunce	South Weymouth.
McCabe, Julia Etta	Franklin.
McDonald, Teresa Genevieve	Brockton.

¹ Graduated January, 1912.

McGarrigle, Elizabeth Emmeline	Calais, Me.
McKenna, Kathleen Margaret	Leicester.
McKillop, Cora Elizabeth	Holyoke.
McLaughlin, Anna Claire	Brookline.
Morse, Katherine	Haverhill.
Murphy, Mary Ellen	Fall River.
Neves, Lila Annie	New Bedford.
Nicholson, Sadie Wilson	Fall River.
O'Donnell, Katherine Ellen	Bridgewater.
O'Donnell, Katharine Miriam	Holyoke.
O'Hearn, Lillian Louise Kearney	Fall River.
Page, Rose Lima	North Weymouth.
Pearce, Clara Mildred	Quincy.
Randall, Gertrude Beatrice	Andover.
Reidy, Helena Frances	East Weymouth.
Reidy, Ruth Mary	East Weymouth.
Reinhalter, Mildred Florence	West Quincy.
Richards, Viola Mae	Brockton.
Robinson, Edith Clinton	East Taunton.
Roe, Charlotte Ethel	Fall River.
Rogers, Elisabeth Ellen	Raynham.
Rolley, Mary Irene	Boston.
Sidelingier, Mabel Florence	Taunton.
Sherwood, Elizabeth Ellis	Attleborough.
Silsby, Marion Irving	Sandwich.
Smith, Marion Althea	Campello.
Spooner, Mildred Hoyt	North Easton.
Stetson, Mildred Louise	Brockton.
Sturtevant, Bulah Adele	Brookline.
Traver, Ruth Marion	Upton.
Webster, Katherine	Waltham.
Wilder, Helen Jane	Winchester.
Williams, Gertrude	Fall River.
Woodbury, Ethel McLain	Haverhill.
Wormell, Harriette Fanning	Haverhill.

Women, 84.

JUNIOR CLASS.

Annis, Helen Gertrude	Woods Hole.
Ashley, Helen Louise	Acushnet.
Bates, Alice Stockham	Sharon.
Bath, Harriett Louise	Stoneham.
Braley, Helen Miriam	South Middleborough.
Bride, Grace Marguerite	North Attleborough.
Brown, Catharine Rollins	Allston.
Brownell, Ruth Edna	New Bedford.
Bryant, Eula Cushman	Kingston.
Buckley, Annie Miles	West Quincy.
Burnham, Doris	Stoughton.
Cabana, Catherine Francisca	Taunton.
Campbell, Kathryn	Hingham.
Canfield, Mildred Lee	Fall River.

Carlisle, Myrtle Paine	Brockton.
Chubbuck, Marguerite	Sherborn.
Coolidge, Lucy Lavinia	Wollaston.
Daley, Louise Anna	Quincy.
Davis, Almyra Louise	Malden.
Devine, Gertrude Ellen	Bridgewater.
Donovan, Rachel Loretta	Methuen.
Douglas, Grace Gregory	Winthrop.
Downey, Marion Lucille	Atlantic.
Duarte, Isabel Cecilia	Somerville.
Dwyer, Annie Marguerite	Taunton.
Flavell, Marion Louise	Marshfield.
Foley, Margaret Elizabeth	Norwood.
Frank, Mildred Schubert	South Dartmouth.
Gould, Edith Alberta	Malden.
Graveson, Hilda Axelena	Waltham.
Haffards, Gladys Lovisa	Fall River.
Hallett, Agnes Lewis	New Bedford.
Hamlin, Elizabeth Cabot	Falmouth.
Hammond, Marion Temperance	Norwell.
Hatch, Laura Frances	Hanson.
Hernan, Mary Agnes	West Medford.
Hewett, Helen Naomi	Bradford.
Johnson, Mabel Alice	South Braintree..
Jones, Mildred Emily	Melrose.
Killian, Irma Margaret	South Braintree..
King, Mary Jane	Taunton.
Knight, Margaret Gertrude	West Quincy.
Lamb, Lora Elisabeth	West Quincy.
Lanfair, Elsie Lillian	East Dennis.
Leavis, Ruth Orcutt	Reading.
Lincoln, Florence May	East Weymouth..
Locke, Annie Edith	Kingston, N. H.
Look, Clara Maude	West Tisbury.
Lyon, Marion	Campello.
Mahoney, Helen Agnes	West Quincy.
Mahony, Claire Veronica	Norwood.
Martin, Helen Margaret	Taunton.
McQueen, Gladys Emelie	Buzzards Bay.
Munson, Cleora Margaret	Huntington.
Murphy, Marguerite Violet	South Braintree..
Nelson, Ellen Sophia	Roxbury.
Nickerson, Carolyn Bangs	Orleans.
Nickerson, Mildred Sprague	South Braintree.
Norris, Lucy Agatha	Hingham.
Petee, Ruth Stanton ¹	East Weymouth.
Power, Marie Monica	Fall River.
Reed, Mary Evelyn	Fall River.
Reid, Mary Winifred	East Weymouth.
Reilly, Lillian Mary	Taunton.
Riley, Anna Gertrude	New Bedford.
Rogers, Emma Viola	Dedham.
Rogers, Marguerite Clara	Manchester, N. H.

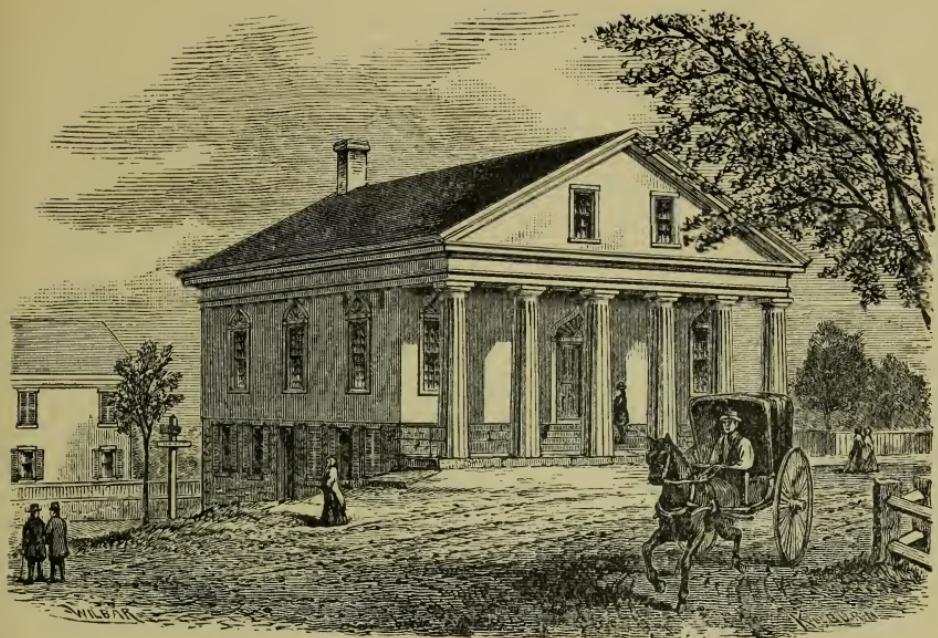
¹ Present first term.

Russell, Alice Maude . . . . .	. . . . .	Northampton.
Sanford, Ruth Sumner . . . . .	. . . . .	Taunton.
Seibert, Emily Margaret . . . . .	. . . . .	Sharon.
Simmons, Helen May . . . . .	. . . . .	Somerset.
Snow, Dorothy Elizabeth . . . . .	. . . . .	Middleborough.
Sparrow, Marion Celestine . . . . .	. . . . .	East Orleans.
Sprague, Mary Priscilla . . . . .	. . . . .	Newcastle, Me.
Steele, Rachel Hortense . . . . .	. . . . .	Stoneham.
Stranger, Helen Davis . . . . .	. . . . .	Plymouth.
Sullivan, Agnes Veronica . . . . .	. . . . .	New Bedford.
Sylvia, Mary Gaspar . . . . .	. . . . .	New Bedford.
Tuthill, Margaret . . . . .	. . . . .	Mattapoisett.
Tuttle, Genevieve . . . . .	. . . . .	Chatham.
Tuxbury, Alice Mildred . . . . .	. . . . .	West Newbury.
Walling, Mary Edith . . . . .	. . . . .	Hingham.
Young, Mona Rosilla . . . . .	. . . . .	Brockton.

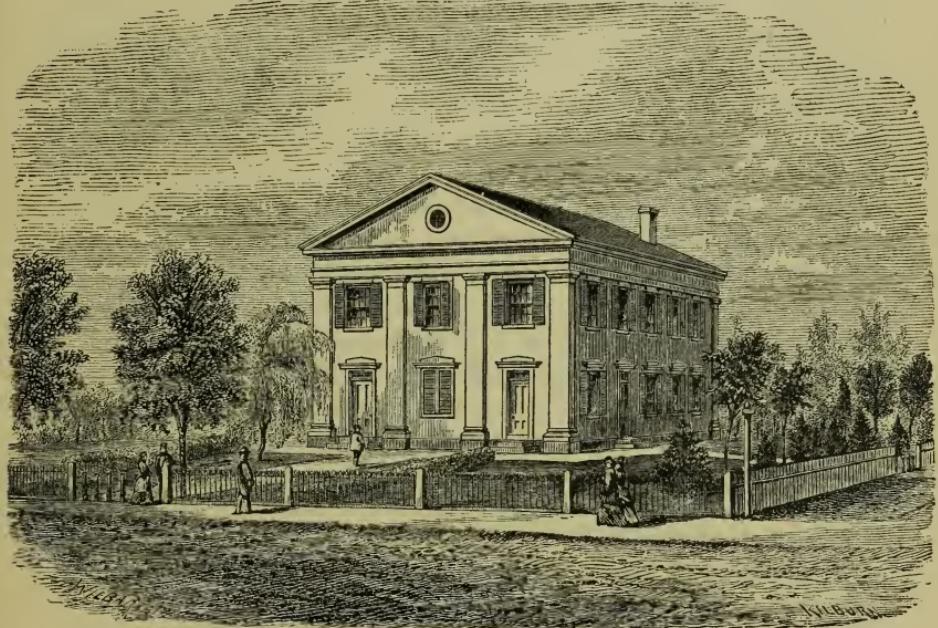
Women, 83.

SUMMARY.

		Men.	Women.	Totals.
Special course . . . . .	. . . . .	4	20	24
Regular course . . . . .	. . . . .	32	48	80
Intermediate course . . . . .	. . . . .	-	58	58
Kindergarten-primary course . . . . .	. . . . .	-	20	20
Elementary course:—				
Class entering 1910 . . . . .	. . . . .	-	84	84
Class entering 1911 . . . . .	. . . . .	-	83	83
Number for the year . . . . .	. . . . .	36	313	349
Number admitted this year . . . . .	. . . . .	11	144	155
Whole number admitted to the school . . . . .	. . . . .	1,443	4,898	6,341
Number graduated last year . . . . .	. . . . .	12	111	123
Whole number of graduates . . . . .	. . . . .	924	3,240	4,164
Number of graduates from four years' course . . . . .	. . . . .	187	184	371
Number enrolled in the model school . . . . .	. . . . .	-	-	429



OLD TOWN HALL, HOME OF THE SCHOOL, 1840-46.



THE FIRST STATE NORMAL SCHOOL BUILDING IN AMERICA.
Erected in Bridgewater, Mass., in 1846.

HISTORICAL SKETCH.

This school was one of the first three State normal schools established on this continent. Hon. Edmund Dwight of Boston offered to furnish ten thousand dollars, "to be expended under the direction of the Board of Education for qualifying teachers for our common schools," on condition that the Legislature would appropriate an equal amount for the same purpose. On the 19th of April, 1838, the Legislature passed a resolve accepting this offer. The Board decided to establish three schools for the education of teachers, each to be continued three years, as an experiment, and on May 30, 1838, voted to establish one of these schools in the county of Plymouth. On Dec. 28, 1838, the Board voted to establish the other two at Lexington and Barre.

Prominent men in Plymouth County spent nearly two years in the endeavor to raise ten thousand dollars for the erection of new buildings for this school. After vigorous competition it was decided to locate the school at Bridgewater, and the town granted to the school the free use of its town hall for three years. Here, by the skill and genius of its first principal, Nicholas Tillinghast, the experiment of conducting a State normal school in the Old Colony was successfully performed. The school was opened Sept. 9, 1840, with a class of twenty-eight pupils,—seven men and twenty-one women. In 1846 the State, with the liberal co-operation of the town of Bridgewater and its citizens, provided a permanent home for the school in the **first State normal school building erected in America.**

The school has had four principals. Nicholas Tillinghast was principal the first thirteen years, and devoted himself unsparingly to the work of establishing the school upon a broad and deep foundation.

Marshall Conant, the second principal, brought to the school a rich harvest of ripe fruit gathered in other fields. He immediately took up the work where his predecessor had left it, and carried it forward in the same spirit during the next seven years.

Albert G. Boyden was principal from August, 1860, to August, 1906. He is now principal emeritus.

The growth of the school is shown by the enlargements made for its accommodation, as follows:—

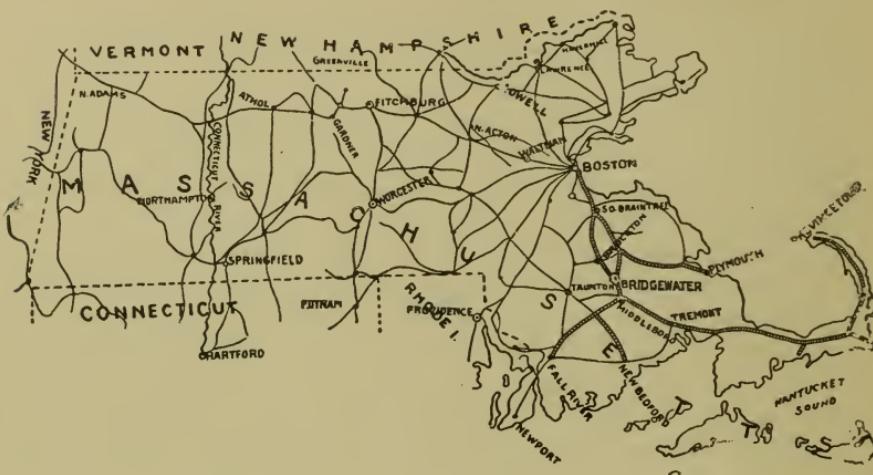
In 1861 the school building was enlarged, increasing its capacity seventy per cent. In 1869 Normal Hall, the first residence hall, was built, accommodating fifty-two students. In 1871 the school building was again enlarged, increasing its capacity fifty per cent. In 1873 Normal Hall was enlarged so as to accommodate one hundred and forty-eight students. In 1881 a new building was erected for physical and chemical laboratories.

In 1883 a sewage farm of four and one-half acres was purchased. In 1886 "Boyden Park" was purchased for outdoor recreations. In 1887 Normal Grove was presented to the school by two of its alumni, Dr. Lewis G. Lowe and Samuel P. Gates.

In 1890 the school building erected in 1846, with its enlargements, was removed and a new brick structure was erected at a cost of one hundred and fifty thousand dollars. The same year the laboratory building erected in 1881 was converted into Woodward Hall. In 1894 the school building was enlarged, increasing its capacity fifty per cent., at a cost of seventy-five thousand dollars; in the same year South Field was purchased for athletic purposes. In 1895 Tillinghast Hall, a brick building which accommodates seventy-two students, and a steam laundry were erected. In 1904 the new "Albert Gardner Boyden" gymnasium was built at a cost of fifty-five thousand dollars. In 1907 a natural science garden of nearly two acres was presented to the school by Albert G. Boyden. In 1910 an appropriation of one hundred seventy-five thousand dollars was made for a new central power plant and for the erection of a new dormitory for ladies. In 1911 a large greenhouse for laboratory purposes in connection with the science garden was erected, the gift of Mrs. Elizabeth R. Stevens, a graduate of the school; during the same year an additional gift of one-half an acre of land was made by Albert G. Boyden, for the purpose of extending the science garden.

In 1846 the course of study extended through three successive terms of fourteen weeks each; in 1855 the course was made three successive terms of twenty weeks each; in 1865 it was made four successive terms of twenty weeks. In 1869 the four years' course was introduced, and an intermediate course, including the studies of the two years' course and electives from the advanced part of the four years' course, was also provided.

A model school, or school of practice, was started at the opening of the normal school, and was conducted under the direct supervision of the principal of the normal school for eleven years, when it was discontinued. In 1880, by an arrangement made with the town, the centre district public school near by was made a school of



observation for the students of the normal school; in 1891 this school, including eight grades, was taken into the new normal school building, and became the model school for observation and practice by the normal students. In 1893 a public kindergarten was opened as a part of the model school, to be used in training kindergartners. In 1894 a ninth grade was established in the model school.

LOCATION.

Bridgewater, one of the pleasantest and most healthful towns in Massachusetts, with a population of about eight thousand, is on the New York, New Haven & Hartford Railroad, twenty-seven miles south of Boston.

BUILDINGS AND GROUNDS.

The main school building consists of three blocks with good light and air in all the rooms. Front, rear and side entrances and ample corridors and stairways give easy entrance to all parts of the building and rapid exit therefrom. One-third of the building is devoted to the model school. In its interior arrangement the building is one



GYMNASIUM.

of the best-equipped normal school buildings in the country. It is well supplied with water, is heated and ventilated by the "fan system," has a heat-regulating apparatus, an electric time service and an electric light service.

Near by the school building are the residence halls, including the new dormitory for women recently erected. The buildings are ten minutes' walk from the railway station. They have a good location near the centre of the village, and the view from them is attractive.

The gymnasium, a new brick structure, is a first-class modern building, and serves the school not only for physical training, but also for social gatherings.

The campus includes six acres of land across the street from the school lot. It has a beautiful pond, fine shade trees, and pleasant walks dividing it into open areas for tennis courts and other outdoor sports. Normal Grove, adjoining the park and including one-half acre, is a fine grove of chestnut trees. South field, across the street on the south side, includes two acres of level ground for athletic sports. A natural science garden of two acres, adjoining Normal Grove, serves as an out-of-door laboratory for biology, geography and school gardening; a greenhouse has been erected in this garden for the use of the students during the winter.

LABORATORIES AND LIBRARIES.

The institution has eleven laboratories, furnished with the most approved modern appliances for teaching.

Physical Laboratories.—In the department of physics there are two laboratories. One is arranged for individual work at tables; the other, for demonstration purposes, with apparatus for projection.

Chemical Laboratories.—The department of chemistry has two laboratories. One, for the elementary course, is arranged for individual work at tables; the other is arranged for analytical work, qualitative and quantitative. These laboratories are provided with hoods for the manipulation of noxious gases, and are thoroughly ventilated.

Mineralogical and Geological Laboratory.—This room is arranged for physical and chemical tests and for blow-pipe work. It is pro-

vided with three sets of mineral specimens: one set of working specimens, for use at the tables; one set in cabinets, arranged for the study of comparative and systematic mineralogy; and a set in cases, illustrating the classification of minerals. Similar sets of rocks and fossils are provided for the study of geology.

Biological Laboratory.—The laboratory for the study of botany, zoölogy and physiology includes two rooms, arranged for individual work at tables. Each room contains three collections of typical specimens, and there is also equipment for microscopic and for experimental work. The greenhouse, situated in the natural science garden, is used by the students for the practical study of horticulture and school gardening.

Geographical Laboratory.—This laboratory is equipped with globes, the latest and best physical and political maps for all grades of work, pictures arranged for class use, models of the continents and of Massachusetts, and productions in both the raw and the manufactured states. Projection apparatus is provided for all phases of the subject.

Industrial Laboratory.—This laboratory is furnished with manual training benches, sets of tools, and other special appliances.

Domestic Science and Industry.—Two laboratories are fitted up for the study of domestic science and the industrial occupations of pottery, weaving and bookbinding.

The Drawing Rooms are furnished with adjustable drawing stands and with fine examples of casts and models for teaching.

Library.—The school has a large and valuable library of reference books with topical card catalogues. In addition, each department has its own library of works devoted especially to the subjects taught in the department.

ADMISSION.

I. Candidates for admission to any one of the Massachusetts State normal schools must have attained the age of seventeen years complete, if young men, and sixteen years, if young women; must be free from diseases or infirmities which would unfit them for the office of teacher, and must present certificates of good

moral character. They must also present detailed records of scholarship from the principal of the high school, or other school in which preparation has been made, showing the amount of time given to individual subjects and the grade attained therein.

[Blank forms for certificates may be obtained upon application at the office of the State Board of Education, Ford Building, Boston. As far as possible certificates should be forwarded in June.]

II. Candidates must present by examination or certificate satisfactory evidence of preparation in the following subjects, 14 units being the requirement for admission. A unit represents a year's study in any subject in a secondary school, constituting approximately one-quarter of a full year's work.

A. *Required Subjects.*—Three units.

(1) English literature and composition 3 units.

B. *Elective Subjects.*—At least 7 units from the following subjects:—

(2) Algebra	1 unit.
(3) Geometry	1 unit.
(4) History, ancient, mediæval and modern, English or American, including civics	1 unit.
(5) Latin	2 units.
(6) French	2 units.
(7) German	2 units.
(8) Drawing ¹	1 unit.
(9) Physics	1 unit.
(10) Chemistry	1 unit.
(11) Biology, botany or zoölogy ¹	1 unit.
(12) Physical geography ¹	1 unit.
(13) Physiology and hygiene ¹	1 unit.

For the present, the topics included within the foregoing subjects will be such as are usually accepted for entrance by Massachusetts colleges. The outlines submitted by the College Entrance Examination Board (sub-station 84, New York City) will be found suggestive.

C. *Additional Subjects.*—At least 4 additional units from any of the foregoing subjects, or other subjects approved by the secondary school towards the diploma of graduation of the applicant.

¹ Half units in these subjects will also be accepted.

III. *Examinations.*—Each applicant for admission, unless specifically exempted by the provisions of section V, must pass entrance examinations in the subjects required under "A" and "B." Examinations in these subjects will be held at each of the normal schools in June and September of each year. Candidates applying for admission by examination will present credentials or certificates from their schools to cover the requirements under "C"; examinations are not given in these subjects.

IV. *Division of Examinations.*—Candidates for admission to the normal schools may take all of the examinations at one time, or may divide them between June and September. (See Calendar.) If the examinations are divided, the candidate will receive no credit for the first examination unless he passes in at least five of the ten units required. Examinations may not be divided between different years.

[The physical examination, which is required of all candidates, will be held by the school physician, for the year 1912, on June 20 and on September 3 and 4.]

V. *Admission on Certificates.*—Candidates from schools which are on the certificate list of the New England College Entrance Certificate Board, or from public high schools approved by the State Board of Education for this purpose, may, when the principal of the high school shall have certified his belief that the candidate is able to do satisfactory work in the normal school, be exempted by the principal of the normal school from examination in any of the subjects under "A" and "B" in which they have attained a record of 80 per cent. or B during the last year in which such subject has been pursued. Such candidates will present credentials for the subjects under "C."

VI. *Admission as Special Students.*—Graduates of normal schools and colleges and persons having had satisfactory experience in teaching may be admitted as special students, under such regulations as the Board may prescribe.



TILLINGHAST HALL.

WOODWARD HALL.

NORMAL SCHOOL BUILDING.

NORMAL HALL.

BOYDEN PARK

DESIGN OF THE NORMAL SCHOOL.

The function of the State normal school is to educate teachers for the public schools of the State.

The first requisite in the discharge of its function is that the normal school shall inspire the student with the spirit of the true teacher.

It is vitally important to awaken in the normal student a just appreciation of the work of the teacher; the feeling that he must have the spirit of service, must love his work and love his pupils; that he has a mission which he must accomplish.

The second requisite is that the normal student shall be carefully led through the educational study of the subjects of the public school curriculum.

In this way he learns how to use each subject in the teaching process, and thereby learns the method of teaching. The normal school is made professional, not by the exclusion of these subjects from its course, but by the inclusion of the educational study of them; all the subjects of the normal school are to be studied in their direct bearing upon the teaching process, and also to get a broader view of their scope and meaning.

The third requisite is that the school shall lead the normal student after the educational study of the subjects of the school curriculum, through the broader study of man, body and mind, to find the principles of education which underlie all true teaching.

This study is invaluable for its influence "in expanding the thought, enlarging the views, elevating the aims and strengthening the character of the student." It is to be followed by a careful analysis of the art of teaching, school organization, school government, school laws, and the history of education.

The fourth requisite is that the normal student shall be led to make a practical study of children which he should do as fully as possible throughout the course, under intelligent suggestion.

He should have ample observation under intelligent guidance in all the grades of a good public school; and, when he has some just conception of the nature and method of true teaching, and when he has become acquainted with children, he should have ample practice in teaching, under such supervision as he needs.

PRINCIPLES OF THE SCHOOL.

The first distinctive principle of normal school work is that the ultimate object of the normal school is to make the normal student as far as possible an educator.

The teacher's personal relation to his pupils is most intimate. His personal appearance and bearing at once attract or repel. His personal habits are a constant help or hindrance to the formation of good habits in them. His thinking gives tone and coloring to their thought. His taste has much influence in forming their tastes. His moral character impresses itself upon their moral natures. His spirit is imbibed by them. The unspoken, unconscious influence of the teacher, which gives tone, quality and power to all his instruction, enters so deeply into the life of his pupils that his life affects their young lives with great power for good or evil.

Teaching, therefore, is the subtle play of the teacher's life upon the pupil's life, to cause him to *know* what he would not acquire by himself; to *do* what he would not otherwise do; to *be* what he would not alone become.

Second,—The normal pupil is a student teacher.

He is to consider his own spirit, purpose, manner and conduct, the acquisition of knowledge, all the exercises of the school, from the point of view of the teacher.

Third,—The normal student is to be educated for teaching.

He is to find the principles of education by the study of the development of the human body and mind, and is to be so trained in their application that he will be able to conduct the education of his pupils. The method of teaching is determined by these principles.

The students are led through the educational study of each subject in the course, to learn why it should be studied, to obtain command of its principles, to ascertain its pedagogical value, and to learn how to use it in teaching.

COURSES OF STUDY.

The school offers six courses of study:—

1. A kindergarten-primary course of three years.
2. An elementary course of two years.
3. An intermediate course of three years.
4. A regular course of four years.
5. A special elective course of two years for teachers of experience.
6. A special elective course of one year for college graduates.

Diplomas, designating the course taken, are granted for each of these courses. Teachers of experience may elect a course of one year, for which a certificate is granted.

1. KINDERGARTEN-PRIMARY COURSE.

This course covers a period of three years and prepares equally for teaching in the kindergarten and in the primary grades. It trains teachers to work in the kindergarten with due regard to the succeeding years of the child's development, and in the primary grades with a proper use of kindergarten methods. The demand for such teachers exceeds the supply.

FIRST YEAR.

First Term.	Periods per Week.	Second Term.	Periods per Week.
English I.	2	English III.	3
Vocal Expression	2	Vocal Expression	2
Practical Science	5	Arithmetic	5
Form Study	5	Physiology	2
Vocal Music	4	Manual Arts	4
Manual Arts	4	Gymnastics	2
Gymnastics	2	Penmanship	1
Penmanship	1	Kindergarten Theory	3
		Observation in Model School	3

SECOND YEAR.

Third Term.	Periods per Week.	Fourth Term.	Periods per Week.
Vocal Expression . . .	2	Nature Study . . .	3
Manual Arts . . .	4	Manual Arts . . .	4
Gymnastics . . .	2	Gymnastics . . .	2
Educational Psychology . .	10	Penmanship . . .	1
Observation in Kindergarten	2	Kindergarten Theory . .	5
Kindergarten Theory . .	4	Teaching . . .	10
Penmanship . . .	1		

THIRD YEAR.

Fifth Term.	Periods per Week.	Sixth Term.	Periods per Week.
History of Education . . .	4	Primary Methods . . .	10
Kindergarten Theory . .	6	Teaching . . .	15
Teaching . . .	15		

2. ELEMENTARY COURSE.

This course prepares for teaching in the elementary grades; it has no elective studies. A diploma is given upon the satisfactory completion of this course.

Students are urgently requested to consider the advantages of the three and four years' courses in preparing for teaching the upper grades.

FIRST YEAR.

First Term, Junior 1.	Periods per Week.	Second Term, Junior 2.	Periods per Week.
English I. . . .	2	English II. . . .	4
Vocal Expression . . .	2	Vocal Expression . . .	2
Vocal Music . . .	5	Arithmetic	5
Geometry I. . . .	4	Minerals	2
Practical Science . . .	5	Physiology	3
Manual Arts . . .	4	Manual Arts	4
Gymnastics . . .	2	Model School I., II. . .	2
Penmanship . . .	1	Gymnastics	2
		Penmanship	1

SECOND YEAR.

Third Term, Senior 1.	Periods per Week.	Fourth Term, Senior 2.	Periods per Week.
English III.	3	English IV. (half term)	5
Vocal Expression	2	Nature Study	3
Penmanship	1	Geography (half term)	5
Nature Study	3	History of Education I.	1
Geography	4	Penmanship	1
History	4	Gymnastics	2
Manual Arts	4	Psychology, School Laws	10
Gymnastics	2	<i>Teaching alternate ten weeks.</i>	
Model School III.	2		
<i>Teaching six weeks.</i>			

3. THE INTERMEDIATE COURSE.

In this course the elementary subjects are taken up in a more advanced form; an opportunity is given for *elective* studies, and more *extended practice* in teaching is afforded in the model school and in other schools. It requires *three years* for its completion. A diploma is given upon the satisfactory completion of this course.

FIRST YEAR.

First Term.	Periods per Week.	Second Term.	Periods per Week.
English I.	3	Botany I.	4
Vocal Expression	2	Algebra	4
Zoölogy I.	4	Physics II.	4
Geometry	4	Vocal Music	4
Chemistry	5	Mineralogy	4
Manual Arts	4	Manual Arts	4
Gymnastics	2	Gymnastics	2
Penmanship	1		

SECOND YEAR.

Third Term.	Periods per Week.	Fourth Term.	Periods per Week.
English II.	4	English III.	3
Vocal Expression	2	Bookkeeping	2
Arithmetic	5	Physiology (half term)	5
Physiography	4	Geography (half term)	5
Manual Arts	4	History I., II.	5
Gymnastics	2	Manual Arts	4
Model School I.	2	Gymnastics	2

THIRD YEAR.—CLASS B.

Fifth Term.	Periods per Week.	Sixth Term.
English IV.	4	<i>Electives</i> from the regular course or teaching in neighboring towns.
Vocal Expression II.	2	
Psychology	10	
History of Education	2	
Model School II., III.	2	
Teaching	2	
Gymnastics	2	

4. THE REGULAR FOUR YEARS' COURSE.

This course includes the *maximum* work in the subjects of the elementary course and the educational study of the advanced phases of the subjects. It gives abundant opportunities for practice teaching and for intensive study in preparation for principalships and departmental teaching in the *upper grades*. It enables its graduates to take advantage of credit given by the colleges (see page 57).

FIRST YEAR.—CLASS D.

[NOTE.—Electives are in italic; minimum,—twenty periods a week.]

First Term.	Periods per Week.	Second Term.	Periods per Week.
English I.	3	Vocal Expression	2
Vocal Expression	2	Botany I.	2
Zoölogy I.	4	Algebra I.	4
Geometry	5	Physics II.	4
Chemistry	5	Vocal Music	5
Manual Arts	4	Mineralogy	2
Gymnastics	2	Manual Arts	4
		Gymnastics	2

SECOND YEAR.—CLASS C.

Third Term.	Periods per Week.	Fourth Term.	Periods per Week
English II.	4	English III.	3
Vocal Expression	2	<i>Latin II.</i> or <i>French II.</i>	4
<i>Latin I.</i> or <i>French I.</i>	4	Bookkeeping	2
Arithmetic	5	Physiology (half term)	5
Physiography	4	Geography (half term)	5
Manual Arts	2	History I., II.	5
Gymnastics	2	Manual Arts	4
Model School I.	2	Gymnastics	2

THIRD YEAR.—CLASS B.

Fifth Term.	Periods per Week.	Sixth Term.	Periods per Week.
English IV.	4	<i>German II.</i>	5
Vocal Expression	2	<i>Greek</i>	5
<i>Latin III.</i>	4	<i>Astronomy</i>	5
<i>German I.</i>	5	<i>Chemistry II. and III.</i>	10
<i>Geometry II., Algebra II.</i>	4	Advanced Nature Study	4
<i>Physics III.</i>	5	History III.	4
Advanced Nature Study	3	<i>Manual Arts</i>	4
Gymnastics	2	Gymnastics	2
Model School II.	2	Model School III.	2

FOURTH YEAR.—CLASS A.

Seventh Term.	Periods per Week.	Eighth Term.	Periods per Week.
<i>Zoölogy II.</i>	5	<i>American Literature</i>	4
Gymnastics	2	<i>Vocal Expression</i>	2
Educational Psychology, School Laws	10	<i>Geometry III., Trigonometry</i>	6
History of Education	2	<i>Botany II.</i>	4
Model School, IV. women	10	<i>Zoölogy III.</i>	4
Model School, VI. men	10	<i>Geology</i>	5
		<i>Chemistry IV.</i> ¹	10

5. SPECIAL COURSE FOR TEACHERS.

Teachers of three years' experience who bring satisfactory testimonials regarding their work and their character may select a course approved by the principal, as follows:—

Required Subjects.—(1.) Principles of Education, the Art of Teaching, School Organization, School Government, School Laws of Massachusetts. (2.) History of Education. (3.) Child Study, observation, and a limited amount of teaching.

Electives.—The principles and method of teaching any of the subjects of the elementary or regular courses.

This course may be adapted to preparation for teaching in primary or grammar grades, or for departmental work.

The written examination is not required for admission to this course. A certificate is given for a course of one year; for a two-

¹ Or teaching V., 20 weeks.

years' course a diploma is granted. A minimum of twenty periods per week is required.

Graduates of normal schools may select a post-graduate course of one or two years, which shall include the Principles of Education.

6. COURSE FOR COLLEGE GRADUATES.

The course of study for one year is as follows:—

Required Subjects.—(1.) Principles of Education, the Art of Teaching, School Organization, School Government, School Laws of Massachusetts. (2.) History of Education. (3.) Observation either in the model school or in a large high school, practice in teaching.

Electives.—The principles and method of teaching any of the subjects of the regular course.

Candidates are admitted to this course without written examination. A minimum of twenty periods per week is required, and when the course is successfully completed a diploma is granted.

The work is adapted to the special needs of the class. All the facilities of the normal and model schools are available, and also the use of the Brockton high school for observation purposes.

COURSES IN DETAIL.

These courses are based on the following requirements for successful teaching:—

1. *A professional attitude* toward the subjects to be used in teaching. A new point of view has to be established; the subjects are worked out as instruments of instruction for children. There are three sets of subjects in this course: (a) the curriculum subjects, which include the material used directly in the teaching of the grades; (b) the contributory subjects, on which the elementary subjects are based and toward which they are tending, also material to be used indirectly in the teaching; (c) the study of pedagogy and history of education, for the purpose of organizing the principles of education and methods of instruction into definite form, as a guide to the professional work and study of the teacher. The

study of pedagogy includes child study and school hygiene in connection with the observation and practice.

2. *A background of knowledge* of the essential truths of the subjects to be taught. This implies a careful selection of the essential facts in the different subjects from the point of view of the teacher. The educational value of this material is emphasized.

3. A very careful development of the work to be done in the grades, including the choice of material and the method of teaching from the point of view of the development of the children and in accordance with their environment. The general method is given by the normal teacher in connection with the class work; the detailed method in each grade is given by the supervisor of training and by the critic teachers in connection with the practice work.

ENGLISH LANGUAGE AND LITERATURE.

English I. — Language. The elementary facts of language are organized from the teacher's standpoint: (a) the language of action, considered with reference to life and conduct in the schoolroom, in the street and in the social relations; (b) conventional language,—sign, oral, written,—with the special uses of each variety and something of its history. Analysis of the spoken word, to discover elementary sounds, syllabication and accent, with their bearing upon correct pronunciation; analysis of the written word to discover relations between sound and symbol and their bearing upon correct spelling, oral and written; application of these analyses to the teaching of children. Etymology briefly treated as a key to the meaning of new words.

English II. — Grammar. The facts of sentence construction organized:—

1. To teach recognition of the sentence as a unit of speech.
2. To discover the principles underlying the present-day use of word-forms as these occur in well-composed sentences.
3. To evolve a terminology adapted to the needs of young pupils and based upon the present condition of the English language.
4. To establish standards which shall rationalize the speech of the student and his pupils.
5. To work out with the students a good method for children.

English III. — This course has two aims: the literary culture of the teacher, and direct preparation for teaching English in the

grades. It includes (a) a wide range of reading, especially of American literature, with careful study of a few selected works for the purpose of developing appreciation of a piece of good English; (b) elementary composition, oral and written, with reference to choice of words, note-taking, letter writing, social forms, and the teaching of composition in the grades; (c) theme writing, for the purpose of developing the power of literary expression; (d) a study of *Greek and Norse Myths*, for familiarity with many myths, for consideration of their origin, meaning and value and for discussion of their treatment in the grades.

English IV.—Literature. (a) Study of the history of the English language as it has been affected by the political, social and industrial life of the people, as a help to the more effective teaching of the language. (b) Study of typical selections of narrative, emotional and reflective poetry, in preparation for conducting class exercises upon them; (c) a general study of American literature as a record of the thoughts, feelings and imagination of the people.

The aim is to cultivate the power to guide pupils in understanding and appreciating what is read, and to give to the students the stimulus which may come from an acquaintance with good literature, as an aid in teaching.

VOCAL EXPRESSION.

The department of expression aims: (a) to develop the student's love and appreciation of literature, and to make these the vital basis of the art of reading; (b) to prepare directly for teaching reading in the different grades of schools.

From the point of view of professional literature the students (a) are led to read widely in the literature of childhood; (b) are taught to interpret orally the "literature of power" with some degree of personal mastery; (c) are trained in the use of voice and body; (d) are taught to value and use professional literature in connection with the special subjects of this course.

From the point of view of the content and method of teaching reading in the elementary grades the course includes:—

1. *Phonics*—with application to work in the different grades.
2. *Literature* taught in connection with the analysis and oral rendering of selections from the poetry and prose commonly found in

public school courses in literature and reading; story telling, based on the rendering of fables, fairy tales, folk tales, cumulative stories, myths and legends, biographical and historical stories; literature for special occasions; children's plays.

3. *Methods of illustrating literature*, — dramatization; paper cutting; use of crayons, brush and ink, and water colors.

4. *Use of pictures* in connection with the reading lesson, — prints, blackboard sketching, illustrations in books.

5. *General reading* of recreational and informational literature. How to interest children in general reading, and establish in them the reading habit. The relation between the public school and the library.

6. *Sight reading*, oral and silent. Value, material to be used, how conducted. Reading to children; memory selections.

7. *Seat work* — purpose and method.

8. *Text-books* in reading; points for judging them; discussion of the leading methods in use for teaching reading.

9. *Hygiene* of reading. (a) Reading fatigue; (b) speech defects; (c) backwardness in speech.

10. *Simple technique* of children's reading.

A *dramatic club* is organized for the young women of the school. The following courses are offered to the *men*: —

1. Extemporaneous speaking, to secure directness in presentation, correctness and fluency in speech, and good carriage of the body; declamation.

2. Study of the principles of debating and public speaking; preparation and delivery of short addresses on original topics; preparation of briefs; practice in debating, individually and in teams.

3. Oral rendering of selected masterpieces of literature.

4. Methods of teaching reading in the public schools.

MODERN LANGUAGES.

(ELECTIVE.)

Modern languages are studied so that they may be used in intercourse with people who speak those languages. Correct pronunciation, therefore, is the first requisite; this, combined with careful ear training, soon enables the student to think in the language he studies. Much reading and conversation will give quickness in understanding and fluency in speaking.

French I. — Elementary and advanced divisions of the class are formed, according to the preparation of the students. Method of teaching pronunciation, and the essentials of grammar; reading of stories.

French II. — Reproduction; advanced reading, explaining in French what is read.

German I. — Object,— to pronounce correctly, to be able to understand ordinary German when seen on the printed page and when spoken, and to speak it. Method,— alphabet, essentials of grammar, much reading, reproducing and listening to reading, conversation; practice German script.

German II. — Reading German literature, ear practice, conversation and story telling.

Spanish. — The method is the same as that used in German and French,— good pronunciation, facility in correct reading, ear practice. The ultimate object is ability to use Spanish in ordinary intercourse with people who speak the language. Spanish is easily acquired by those who have a good knowledge of Latin.

LATIN AND GREEK.

(ELECTIVE.)

The subjects are studied mainly for the purpose of increasing the power of expression in the vernacular by careful and accurate translation; also by constant study of etymology and derivation, to gain a knowledge of the meaning of English words derived from Latin and Greek.

Latin I. — Practice in conducting classes. Special reading: Cicero, — *Epistola* and *De Officiis*.

Latin II. — Reading of Livy and Plautus. Syntax of the verb, reproduction, composition.

Latin III. — Reading of Quintilian and Horace. Method of teaching Cæsar, Cicero and Vergil.

Greek. — Method of teaching Greek— alphabet, inflection, exercises, reproduction, translation.

MATHEMATICS.

Arithmetic.—1. *General ideas* to be considered by teachers,—the measuring instinct and its value in teaching the use of numbers; the nature of number and what arithmetic includes; the objects to be secured from the study of the subject.

2. *Fundamental ideas* governing the teaching of arithmetic,—knowledge of the subject should grow out of practical experience; the importance of visualizing as an aid to the study of relations; the importance of drill in order to form correct habits; the power of its use to be developed by letting pupils discover for themselves.

3. *Detailed Study of the Principal Topics.*—(1) “Number work” in the lower grades,—counting; facts of numbers from 1 to 20, and of the tens by work with objects; fractions of numbers studied objectively; comparison of numbers, with and without objects.

(2) *Processes.*—Oral adding, subtracting, multiplying, and dividing numbers from 20 to 100. The great importance of “mental arithmetic.” Written work in the four operations. Processes thought out at first, then quick mechanical methods derived for habitual use. Emphasis is laid on judging roughly of the correctness of results, and on accurate verification.

(3) *Problems.*—Making problems from daily experience. Picturing problems in the various steps of their solution, as an aid to reasoning.

(4) *Factors*,—their helpful application in operations with numbers.

(5) Common and decimal fractions.

(6) *Units of measure*,—simple work for the lower grades; fuller treatment of tables; mensuration (see geometry); squares and square root.

(7) *Percentage and its application in business.* (See *Business Arithmetic.*)

Different school arithmetics are used in connection with these topics; illustrative exercises are given with children, and the material is organized for teaching.

Business Arithmetic.—The principal topics considered are the exchange of property, accounts, commercial papers, business forms, and single entry bookkeeping. They are taken up as applications of the fundamental principles of arithmetic, and emphasis is placed upon the use of bookkeeping in practical life.

Bookkeeping. — (Advanced Courses.) The analysis of the subject, to show what it includes. Exchange of property, accounts, single and double entry, for the principles of the subject and the method of teaching. Emphasis is placed upon its relation to arithmetic, as an application of the fundamental principles of that subject, and upon the use of bookkeeping in the practical affairs of life.

The following subjects are discussed with the idea of making the prospective teacher somewhat familiar with the financial world around her, as well as enabling her to prepare the children to take an intelligent part in the practical life into which they must enter: the care and use of money; the importance of saving money and thus acquiring capital; the advantages of possessing capital; the relation of the individual to the system of banks and the use of negotiable paper; the advantages and disadvantages of the various methods of investing savings; the relation of the individual to the great insurance system; the essential principles of business law as they apply to the average person in the community.

Geometry I. or Form Study. — The object of the course is to give the teacher an organized knowledge of the essential facts about form, to give the power to produce form in definite relations, and to develop an appreciation of the part played by form in art and in practical life.

The course includes: (1) Observation and definitions of forms, derivation of principles of the logical division of forms, occurrence of geometric forms in nature and in architecture.

2. Inductive observational work with practical applications, including field exercises. Construction: (1) With ruler, square, and protractor; (2) with ruler and compasses.

3. Mensuration of areas and volumes,—working formulæ derived and applied.

4. Syllogistic reasoning explained and applied. This connects the high school geometry already studied with professional training in that subject.

This study of geometry is closely correlated with drawing and manual training on the constructive side, and with mensuration on the arithmetical side.

Geometry II. — (Elective.) Original demonstrations in solid geometry. Applications of these geometrical principles in common

life and in industries. Problems based on the applications. Methods of teaching, with practice.

Geometry III.—(Elective.) Plane analytical geometry, with practice in teaching certain topics.

Trigonometry.—(Elective.) Plane, with applications in finding distances and areas; use of the transit. Spherical, with applications, as in finding great circle distances, and in calculating length of days and times of sunrise and sunset. Practice in teaching certain topics.

Algebra I.—(Advanced Courses.) The subject is analyzed to show what it includes, and to determine its pedagogical value. Literal notation, negative numbers, and the use of the numerical processes in simple equations are reviewed, for the purpose of determining the principles of the subject. The practical value of algebra is emphasized in solving problems from arithmetic, geography, physics, and other subjects in the curriculum. The method of teaching elementary algebra as an extension of arithmetic is carefully considered.

Algebra II.—(Elective.) Quadratics reviewed; permutations and combinations; the binomial theorem; logarithms; the higher series, operations upon them, convergency and divergency of series; use of undetermined coefficients; continued fractions.

PHYSICS AND CHEMISTRY.

Physics I.—(Elementary.) The work is based on the belief that, while very few of the students may ever teach physics as such, every teacher should know enough of the subject to use intelligently the truths which are illustrated and applied in the subjects that are taught, as in geography, physiology and nature study. The teacher should also be able to help children to a clear understanding of the allusions met in their reading, should know something of the construction and operation of common instruments in the schoolroom and in the home in which children are interested, and should know something of the principles which are involved in the heating, lighting and sanitation of the schoolroom or schoolhouse.

The *aim* is to present in a systematic way as many of the truths most likely to be needed as time will allow, deriving these truths, in large measure, from the familiar experiences of common life, and to lead the students to see how the truths thus derived are related in other ways to their own lives and the lives of their pupils.

Some of the topics considered are, — the production of dew, fog, clouds, rain, frost and snow; ocean and atmospheric currents, land and sea breezes; capillary action; diffusion of liquids; osmose; floating of ice; tides; twilight; eclipses; use of compass; evaporation, absorption, solution; why a balloon rises; shining of the moon; echoes; shadows; the rainbow; pump, siphon; thermometer, barometer; sewing machine; piano, violin and other musical instruments; electric bell; steam engine; reflection and refraction of light; modes of transfer of heat, kinds of heating apparatus, production of draughts.

Physics II. — (*a*) Same lines of work as in Physics I.

(*b*) Laboratory practice in measurement work, largely on the mechanics of solids and liquids, intended to give experience in the careful handling of apparatus, and in the interpretation of results, which will be useful in teaching. Practice in the graphical expression of results; solution of problems. Preparation and presentation of subjects.

Physics III. — (Elective after Physics II.) Experimental work in sound, heat, light, magnetism and electricity, for a wider range of laboratory methods, more power in the successful use of apparatus, and a broader knowledge of physics as a science. Laying out of subjects by the students. Collateral reading and acquaintance with some of the best books on the subject. Practical applications; solution of problems.

Chemistry I. — (Elementary.) Practical study of those truths of chemistry which will acquaint the students with the important facts of their chemical environment and show how this knowledge can be used in the school subjects and in practical life. Emphasis is laid upon applications to home activities, agriculture and manufacturing.

Topics considered. — 1. Simple glass working.

2. Experiments to illustrate some of the evidences of chemical change and the conditions for them.

3. Some chemical operations needed for the interpretation of nature and human industries. Making solutions, crystals, and chemical precipitates; filtering, distilling, sublimating and fusing.

4. Substances and mixtures compared. Elements and compounds. Some of the important laws of chemical change.

5. *Chemistry of Air.* — Chemical aspects of air as a whole; prepa-

ration, properties and uses of oxygen with special attention to respiration, combustion, tarnishing and rusting, fermentation and decay; properties and uses of nitrogen, with emphasis on its use in natural and artificial fertilizers and explosives; preparation, properties and uses of carbon dioxide, to understand the relation of plants to animals, the need of ventilation, and some of the changes in minerals. Proof that air is a mixture of gases; forces that make for variability in its composition; forces that work for constancy in its composition.

6. *Flame and Fuel.*—Structure, products and order of combustion in a typical flame; how to start, control and extinguish fire; uses of a chimney; ventilation; characteristics of a good fuel.

7. *Study of Water.*—Physical and chemical properties of water, to appreciate its many uses; tests for the purity of drinking water; location, curbing protection, and ventilation of wells and springs; occurrence of water in minerals and organic bodies.

8. *Acids and Alkalies.*—Study of samples of each to learn their distinctive properties, tests, uses, and their relations to each other; application to gardening and industries.

9. *Metals.*—Study of typical specimens to find properties in common; distinguishing properties; consideration of their uses and relation to acids; tests for poisonous metals in solution; alloys.

10. Simple study of starch and gluten, and the chemistry of bread making.

Chemistry II.—(Elective.) *Economic chemistry*,—instruction in the chemical conditions for good health, human efficiency and progress, and how to secure these conditions for the individual and for the community. Laboratory and class study of what we breathe; what we drink and use for cleansing; what we use for fuels and illuminants; the chemistry of common substances; foods and food values; adulterants and methods of detecting them; bleaching, dyeing and care of textiles; observation and assistance in the domestic science class of the model school.

Chemistry III.—(Elective.) *Qualitative analysis*,—to learn how to organize chemical facts for a practical purpose, and to gain breadth of chemical knowledge and mastery of laboratory technique.

This part of the course presupposes a knowledge of general chemistry and considerable previous laboratory practice.

Chemical Theory.—Study of standard works for an acquaintance

with current theories; making of charts; class exercises, for clear exposition and application. Verification in the qualitative analysis.

Determinative Mineralogy.—Analysis of minerals in the laboratory, using Brush's *Manual* as the guide.

Students taking this course are provided with all the best modern facilities, such as reference books, laboratory equipment and Merck's C. P. reagents.

Chemistry IV.—(Elective.) Quantitative analysis, water analysis, milk analysis, soil analysis. Students may elect any one of these lines for thorough study, or typical problems in each of the lines.

NATURE STUDIES.

COMMON MINERALS AND ROCKS.

Aim.—As very few students come with even the slightest acquaintance with this material, the course is arranged so as to give an orderly study of typical material in the laboratory, supplemented by reading and excursions to gravel hill, clay pit, ledge, quarry, foundry and mill.

Topics.—The course includes the practical study of a few common minerals, building stones, and typical kinds of soil, with constant applications to the study of geography and to the industries.

1. Study of individual minerals, including those of the vicinity and others of general use or interest, their properties, varieties, uses and occurrence.

2. Some effects of heat and chemicals upon minerals with reference to the industries, as to the smelting of ores, making and using lime and mortar, land plaster, and plaster of Paris.

3. How to determine "unknown" minerals by means of simple tests.

4. Common rocks, including the building stones of the vicinity, their colors, structure, durability, ease of working, mineral ingredients, occurrence and uses.

5. *Decay of Minerals.*—Simple study of specimens in all stages of change. Consideration of the agents and forces operating to crack, split, crumble, erode, weather and transform minerals; also the action of wind, moving water and ice in transporting, sorting and depositing the products of the change.

6. *Soils.*—Mineral and other contents of soil; texture in rela-

tion to agriculture; how soils deteriorate and how to prevent deterioration; how to improve soil.

7. General characteristics of minerals; grouping; distribution in relation to human welfare and social progress; relations to plants and animals; general uses in human affairs; conservation of our mineral resources.

COMMON PLANTS AND ANIMALS.

The topics are arranged according to the season, and are studied with constant use of the science garden.

1. *Growth and Metamorphosis of Insects.*—Eggs and larvæ are collected; a simple vivarium is prepared for the larvæ, fresh food is supplied daily, and a careful record is kept of all the changes.

2. *Injurious and Helpful Insects.*—Following the original investigation, students begin to gain acquaintance with the insects of the garden. They study the form, habits, and means of combating the *plant louse*, *click beetle*, *cut worm*, *dragonfly*, *grasshopper*, *bee*, *mosquito* and *fly*.

About each they search the records to learn (1) in what stages of development the insect is harmful or helpful; (2) at what date measures should be taken to check them; (3) what is their mode of escape; (4) where does metamorphosis take place.

3. *Flowers and Fruits.*—The flower: Its parts and their function, cross or self pollination; fertilization, seed formation; the creation of new varieties of plants. This study is conducted in the school garden, and is supplemented by reports to the class of observations by botanists.

Plant families: Four families are studied in the garden to show that the resemblance in flowers indicates family relation.

Fruits: From their collection of fruits the pupils discover (1) the function of the fruit; (2) the agents of distribution; (3) the conditions which determine the agent of distribution. Each student makes a collection for class exhibition to show as many fruit types as he can. The naming of the plants also increases his acquaintance with the weeds of the vicinity and the cause of their persistence.

4. *Common Trees.*—The approach to the knowledge of trees is by the leaf, used in the fall term in the class. This is followed by work out of doors on the outline of the tree and the character of

the bark and winter bud. Reading is assigned to certain students to discover lumber value, ratio of growth, duration and distribution. Sections are examined to determine decorative value of wood.

5. *Animal Lessons.*—The typical animals of the locality are made the basis of observation and reading to determine their activities, adaptive structures and relations to man.

6. *Nonflowering Plants.*—Simple acquaintance with the common forms met with in the locality,—fungi, lichens, mosses and ferns. The means of distinguishing, adaptation to locality, economic use or injury.

7. *Bird Study.*—Identification, habits, songs, relation to successful agriculture.

From cabinet specimens, the class learns to recognize the common birds of the vicinity. From books, the feeding and nesting habits are learned. The class determines whether the bird merits protection or destruction. This leads to sympathy with laws for bird protection and is far-reaching in its influence.

Indoor work with the birds is supplemented by early morning walks with the teacher. Groups of twelve, with bird-glasses furnished by the school, go to the woods and there associate song and behavior with form and color already studied.

8. *The Seed.*—Function of its parts; germination.

9. *Plant Study.*—Experimental study of functions of leaf, stem and root. Habits of growth which determine survival.

School Gardening.—Each student applies this study by cultivating a flower and vegetable garden. Seeds are tested; plans are arranged for each garden; soil is prepared for seeds, and the plot is cultivated for its special purpose. A number of students also work in co-operation on plots designed for decorative or other special purposes and direct groups of children in planting these gardens.

Botany I.—(Advanced Course.) Study of plant forms from the simpler to the more complex types; power of adaptability of each type; experiments in growth, respiration, digestion, and propagation; analysis of plants.

Botany II.—(Elective.) A study of the form, structure, habits and phases of development of nonflowering plants. The student begins with the minute algae in the aquaria of the laboratory, and broadens his acquaintance until it includes sea mosses, fungi, lichens, true mosses, ferns and club mosses.

Zoölogy I. — (Advanced Course.) A study of the form and structure of animals, with relation to their habits of life, power of adaptation, relations with man, the persistence or extinction of their type. After taking this course the student should have a systematic knowledge of the animal kingdom upon which to draw for teaching zoölogy, conducting nature study, or taking advanced courses in zoölogy.

Zoölogy II. — (Elective.) This course includes the dissection of the sea anemone, starfish, worm, clam, lobster, fish, frog, bird and cat. It furnishes a foundation for the advanced study of physiology and for advanced work in college.

PHYSIOLOGY AND HYGIENE.

The following lines of work are taken up:—

1. The human body as a whole, for its external and structural parts, its general plan and its building materials.
2. Laboratory work, for a knowledge of tissues, structures and processes.
3. The various systems of the body, for (a) the essential facts of anatomy, (b) the functions of the various systems and organs, (c) the fundamental laws of health.
4. Effects of alcohol and narcotics.
5. Foods and food values.
6. A study of the principles of sanitary science, including such topics as (a) ventilation and heating, (b) plumbing and drainage, (c) water and milk supply, (d) preparation and preservation of food, (e) bacteria in relation to disease, (f) contagious and infectious diseases, (g) disinfection and vaccination, (h) relation of food, air and water to disease, (i) school hygiene, (j) personal hygiene.
7. Study of a graded course in physiology, to determine its adaptation to practical school work.

The purpose is (1) to give the student an intelligent appreciation of the important laws of hygiene and the habit of living in obedience to these laws; (2) to enable the prospective teacher to give intelligent care and hygienic training to the children under her instruction.

PHYSICAL TRAINING.

Gymnasium work is required twice a week during the student's course. Arrangements are made at the beginning of the course for the gymnasium dress and shoes; bathing cap and towels are also required. An initial expense of about ten dollars is expected to cover the whole course.

The purposes of this department are:—

1. To aid the student in attaining the highest degree of physical efficiency and bodily symmetry; to stimulate and strengthen co-ordination between mental and physical powers.
2. To enable her to detect the sense deficiencies of children, and to recognize faults of posture or growth and prevent abnormalities of sitting and standing positions.
3. To furnish her with means to improve and preserve the physical integrity of the pupils entrusted to her care.

The theoretical and practical work is based upon the principles of the Swedish Ling system, adapted to American needs. The course includes: (1) practical talks on personal hygiene; (2) a study of the principles and applications of educational gymnastics, with special attention to the effects of gymnastic exercises; (3) instruction and drill in gymnastic positions, movements and exercises; (4) squad and class drills directed by students; (5) the analysis of plays and games suitable for the schoolroom and school yard; (6) observation of gymnastic work with children and practice in teaching them under public school conditions; (7) emergency lessons in checking the flow of blood, resuscitation, transportation, and practical treatment of the common accidents and emergencies of school life; (8) classic dancing, rhythmic exercises and aesthetic movements according to the Gilbert system; (9) folk lore dancing; (10) corrective gymnastics; (11) anthropometry in its application to the strength tests of the students, and instruction in measurements of school children.

Athletics.—In the fall and spring, as the weather permits, the lawns surrounding the school buildings and the campus are used for games with students and children.

Instruction is given in basket ball and hockey, both for the recreative element in them and to furnish a means of establishing the teacher's attitude toward wholesome sport and hygienic athletics for girls and boys.

GEOGRAPHY AND GEOLOGY.

I. Physiography. — The purpose of the work in physiography is to give the student such an understanding of the great facts connected with the development of the earth's crust as to enable him easily and accurately to interpret the more important geographical problems that may arise in connection with the ordinary teaching of geography.

Laboratory exercises and field trips are designed to give an understanding and appreciation of the important facts connected with the composition and structure of the earth's crust, the great agencies that are operating to give the surface its present topographical features and how topography influences man's industrial life.

II. Geography. — A study of man's physical and social environment, as determining his activities and development. The following lines of work are taken up:—

- (1) The earth as a planet, for the underlying principles of astronomical geography, including the effects of the earth's rotation and revolution.
- (2) The atmosphere, for the great laws of climate.
- (3) The ocean as a modifier of continents and climate and as a great commercial highway.
- (4) The evolution of topographic forms and the uses which man makes of them, with the qualities which render them thus useful.
- (5) The people in their industrial and institutional life, including the development of the great industries and institutions among men, and a comparative study of the great commercial nations.
- (6) Locational geography, to fix important facts of location for general intelligence.
- (7) Field work and laboratory exercises, for the practical application of principles learned.
- (8) The preparation of materials and exercises for teaching.
- (9) Practice in conducting class exercises.
- (10) The study of a graded course in geography, to determine its adaptation to practical school work.
- (11) Juvenile literature appropriate for grade work in geography.
- (12) Schoolroom appliances for teaching the subject.

Special emphasis is placed, throughout the course, upon the industrial side of the subject. Our natural resources, with their influence upon national life and the importance of their proper conservation, are carefully studied.

An excellent electric lantern, with a collection of slides, is extensively used for illustrative purposes. Reference books, pictures,

maps, charts, models and instruments are constantly at hand for study.

III. Geology.—(Elective.) The course is designed to give a practical working knowledge of structural and historical geology. The previous work in physiography is extended and new lines are taken up.

The laboratory study of an extensive collection of rocks and fossils constitutes a large part of the work of the course. This is supplemented by geological trips into different parts of the State for practical application of the principles worked out in the laboratory.

Much reading is required, and maps, together with other apparatus, are prepared for teaching.

ASTRONOMY.

(ELECTIVE.)

Observations on the sun, moon, stars, planets, comets, meteors and nebulæ, as a foundation for astronomical theory. Each student learns to recognize in the heavens at least twenty-five constellations, and to represent the same upon a planisphere. The mythology connected with the various configurations is noticed. Study is made of the terrestrial and celestial spheres in their relation to each other, of the heavenly bodies, and the astronomical theories of the varied phenomena of the universe. The method of bringing these fascinating astronomical facts to the attention of the children in the schools is considered. The practical value of astronomy in chronology, navigation, geodesy, surveying, exact time, and many other lines of study is emphasized. Students have the aid of a telescope with four-inch object glass.

HISTORY.

I. English History.—A brief study is made of the great movements in the development of English institutions, for the purpose of finding the foundations on which United States history is based, and for understanding the conditions that led to the settlement of America. It gives a setting for the historical stories, in the reading books, of great English characters.

II. American History.—The organization of American history into its great periods of development is made the basis of history teaching. In each period the students determine the problem to be

worked out, the conditions involved, both in Europe and America, the steps in the solution of the problem, the great crises, the influence of the leaders in the movement, the relations of the environment to the activities of the people, the final result at the time and its bearing on the future. History is used as a means of understanding the social problems of to-day and for the purpose of emphasizing the value of civic service on the part of each individual. The work is conducted in the library of history, to teach how to use a library. Use of lantern slides; preparation of maps and tables; use of pictures, and study of sources of history; practice in conducting drill exercises and discussions; arrangement of a graded course of study; how to use the text-book.

III. General History. — The purpose of the course is to trace, in a broad way, the development of Oriental, classic and Teutonic peoples, (1) for the cultural purpose of understanding the historical development of principles of government and of social institutions, (2) as a basis for the study of the history of education, (3) as a basis for teaching historical stories, (4) as supplementary knowledge to be used in the study of the geography of different countries.

VOCAL MUSIC.

1. Music as an art is the means of expressing and exciting thought and emotion. With this as the aim, the student is taught the proper use of his own voice and of the child voice, the importance of good enunciation and tone quality as a basis for the artistic rendering of songs. He has practice in teaching rote songs and in conducting class exercises both in individual singing and in chorus work. He is instructed in writing simple melodies as a further means of expression and as a means of acquiring additional material for future work in the way of exercises and rote songs. As much time as possible is given to ear training.

2. Music as a science is the knowledge of the properties and relations of tones. These properties,—force, length, pitch and timbre,—are taken up successively, first to study the single tone with regard to each property and to the modes of indicating or representing it, and second, to study tones in their relation to one another with respect to each of these properties.

3. One period a week is devoted to gaining knowledge of the works of some of the great masters by means of pianola and

Victor records, of the forms in which they wrote and to chorus practice. There are also weekly recitals out of school hours for all who wish to attend. An opportunity for practice in teaching music is given in connection with the work in the model school.

A *glee club* is organized for the ladies, and there is an orchestra for those who play upon instruments.

PRACTICAL ARTS.

Two parallel, correlated courses are offered: one in drawing and design, the other in handicrafts.

In the two years' course emphasis is placed upon simple, elementary processes, with direct relation to the ordinary schoolroom equipment. In the three and four years' courses more advanced forms of drawing, painting and constructive design are taught, with experience in working upon co-operative problems in connection with other school subjects and interests.

Elementary Course. — 1. *Drawing from Nature*, — with application to design for decorative purposes. Technical facility with the pencil and brush.

2. *Drawing from Objects*, — with application to picture making and to building scenes to illustrate stories, occupations and trades, — to develop the power to understand and appreciate pictures.

3. *Construction and Design*. — Application to cardboard and paper construction for sand-table projects; to knotting of cord and raffia; to weaving; to basketry; to elementary bookbinding, etc. Selections are made from a list of projects adapted to local requirements: (1) articles for individual school use; (2) articles for general school equipment; (3) illustration of subjects in the school curriculum; (4) gifts for the school or home; (5) objects of special interest to the children; (6) objects for school festivals or pageants.

The courses in woodwork include the care and use of tools, a knowledge of materials in the planning and working out of problems arising in the making of articles for individual or school purposes.

4. *Color Theory and Practice*. — Application in matching colors, in reproducing color effects, and in selecting colors for harmonious effects in decoration and design.

5. *Blackboard Sketching and Drawing*, — for illustrative and decorative purposes in the schoolroom.

Advanced Courses.—These courses are for the preparation of teachers for the upper grammar grades and for departmental teaching.

Minor Crafts,—including metal work, leather work, bookbinding, stencilling; domestic art and home decoration; advanced forms of drawing and painting; history of art.

Mechanical Drawing (for men),—with drafting room methods; advanced bench work and shop practice in making furniture, school appliances, etc.

The aim of both courses is, (1) to develop technical skill with tools; to give a practical knowledge of art, design and handwork in its simpler forms as adapted to teaching classes of children in the public schools; (2) to cultivate good taste and aesthetic appreciation of things beautiful and appropriate by giving the students opportunity to make choice of problems and materials, and by bringing them in contact with beautiful examples of works of art in loan exhibitions from the Boston Museum of Fine Arts. This history of art is introduced into the course in connection with the various subjects as they are studied.

PENMANSHIP.

Penmanship is taught for the purpose of developing a plain, practical style of writing. Students are required to submit their practice work to the supervisor for inspection, criticism and graduation.

In the junior year the object of the work is to lay a thorough foundation in position, penholding and movement; also to drill in word, figure, sentence and paragraph writing. In the senior year the object of the work is to improve the general quality of the writing and develop speed, so that the students will be able to write automatically a smooth, plain, practical hand. The seniors are also given blackboard practice, practice in counting, and in teaching lessons before their own classes. The seniors have abundant opportunity to observe the teaching done by the supervisor and the regular teacher in the model school. During the senior year the supervisor outlines a scheme for each grade.

PSYCHOLOGY AND PEDAGOGY.

1. *The educational study of man* to find the principles of education which underlie all true teaching, including the study of the structure, function and normal action of the human body as the instrument of the mind. The study of the mind in its threefold activity of thought, feeling and will, through observation of its activity in self and in other minds, and by hearing and reading the testimony of other observers of mind.
2. *The consideration of the educational study of subjects* to get the principles of the subject, and to find its pedagogical value.
3. *The analysis of the art of teaching*, to find definite directions for the practice of the art. The selection and arrangement of subject matter. The presentation of truth. The motives to study. Study by the pupils. Examination of pupils. Object and method of criticism. The teacher's daily preparation.
4. *The study of school organization* to find what it is to organize a school. The advantages of a good organization. Opening of the school. Classification of the school. Distribution of studies. Arrangement of the exercises. Provisions relating to order.
5. *The study of the principles of government* to find what government is; what school government is. The basis of the teacher's right to govern. The end of school government. The motives to be used in school government and the method of their application.
6. *The observation and practice of teaching* to see the aim, motive, method and product of teaching exemplified in the good school.
7. *The study of the teacher's personality* to find how to make himself most acceptable to those for whom and with whom he works.
8. *School laws of Massachusetts.*

HISTORY OF EDUCATION.

The purpose of these courses is to trace the great typical movements in educational development, as the basis of progress in educational theory and practice; to broaden the horizon of the teacher through an acquaintance with the work of a few great leaders in education; to emphasize the relation of the spirit and environment of a people to their elementary and higher education; to lay a foundation for future educational reading and discussion.

I. **Elementary Course.** — Development of education in Massachusetts, with special emphasis on the principles established. Brief treatment of the contributions of the great nations and prominent educational leaders to broaden the conception of the development of educational principles and methods. Problems of modern elementary education.

II. **Advanced Course.** — Thorough treatment of the subject, based on Monroe's *History of Education*, and on the use of library references.

TRAINING DEPARTMENT.

The purpose of the model school is to exemplify the mode of conducting a good public school and to furnish facilities for observing and teaching children. It includes the kindergarten and the nine elementary grades of the public school of the center of the town. It has a principal and twelve regular teachers for training the students.

Course I. — *Observation* in the model school, to give familiarity with schoolroom conditions and methods. The students observe class exercises and discover their unity and purpose, and the steps in their development; they give attention to incidental training to learn how to establish right habits of activity; they discover in the details of schoolroom management how the control of a school is secured. The observation extends from the kindergarten through the nine grades in succession, under specific directions, with oral and written reports, collateral reading and discussion.

Course II. — *School hygiene*, to develop sensitiveness to physical conditions in the child and his environment. The course includes the hygiene of the schoolroom (lighting, heating, ventilation, etc.), and the personal hygiene of the child with special reference to physical abnormalities, *e.g.*, defective sight, hearing, voice, posture and fatigue. The material for study is obtained by observation in the grades, and by reading, experimentation and discussion.

Course III. — *Child study*, to give sympathy, and a general knowledge of children before beginning to teach them. The course includes: (1) directed observation of children; (2) teaching individual children; (3) reading and discussion, to find the value and methods of child study, the principles of general development, the characteristics common to children in the same stage of growth, individual variations resulting from heredity and arrested develop-

ment, and habit formation; (4) the course of study as an outcome of the knowledge of child development.

Course IV.—*Practice teaching.* After careful observation in a grade, the students serve as assistants, conduct class exercises, teach different subjects, and finally, when sufficient skill in school management has been attained, take charge of a class.

Course V.—Observation and practice in other schools in near-by towns and cities, for breadth of experience. Opportunity is given for substituting. An intensive study of pedagogical literature and of some one of the leading educational problems of the day is carried on by each student when not teaching.

Course VI. School Administration and School Supervision.—This course is offered to all the men of the school and to those women who are fitting for positions as principals and general supervisors. The work in school administration includes a study of the fundamental principles of school management, together with the methods and devices best adapted to promote self-control in the pupils. It furnishes opportunity to study some of the executive problems in the modern graded school, and to become acquainted with some of the leading methods of instruction, classification and promotion of pupils. The students are introduced to the duties of a principal in organizing his school, so as to promote the physical, mental and moral welfare of the pupils and increase the efficiency and helpfulness of the teachers; they are also given practice in the keeping of records, computing school statistics, making reports and ordering text-books and supplies. As prospective principals or superintendents, they make a careful study of such problems as are included in the location, construction and furnishing of a modern school building, with best methods of lighting, heating and ventilating the different types of school houses.

KINDERGARTEN-PRIMARY COURSE.

The work of this course divides into three groups, as follows:—

1. *Subjects in the Regular Course of Studies.*—Form study, arithmetic, physiology, English, nature study, vocal expression, vocal music, manual arts, gymnastics, general history, history of art, history of education, the educational study of man.

2. *Kindergarten Theory and Practice.*—This group includes Froebel's mother play, with collateral reading, to develop intelligent

sympathy with childhood through appreciation of child nature and its essential environment, and to show the application of educational principles to life; the psychology and practical use of the gifts; Froebel's occupations and other handiwork adapted to little children; classification of songs, games and stories, with a study of their educational value and practice in their use; program work, including the adaptation of all material to children of different ages, and a comparative study of other programs; observation and practice in the kindergarten.

3. *Primary Methods and their Application.*—This includes observation in all grades of the model school; school hygiene and child study as outlined in the training department; a study of the pedagogical value of the elements of the culture subjects (nature study, history, literature, the fine arts), together with a study of the methods and material used in teaching them; a psychological and comparative study of the current methods of teaching reading, writing and number; teaching in grades I., II. and III. *The greater part of the practice teaching may be done in the primary or in the kindergarten grades, as the student elects.*

GENERAL INFORMATION.

Tuition is free to members of the school who are residents of Massachusetts. Students from other States than Massachusetts, attending normal schools supported by this State, must pay at the beginning of each half year session the sum of twenty-five dollars as tuition for instruction in the school.

School Expenses — The use of text-books in all the studies is free. Note books, writing materials, and outlines are purchased by the students. Drawing kits, materials used in the handicrafts, breakage, and all supplies which are carried away from the school are also paid for by the student. A gymnasium suit, provided at cost price, is required at the beginning of the course.

Pecuniary Aid.—The State makes an annual appropriation of four thousand dollars for the normal schools which is given to students from Massachusetts who are unable, without assistance, to meet all their expenses. This aid, however, is not given for the first half year of attendance, and it is not given to students from Bridge-

water. "Applications for this aid are to be made to the principal in writing, and shall be accompanied by such evidence as shall satisfy him that the applicant needs the aid." Blank forms for application will be furnished near the end of each term.

A loan fund, at present amounting to over two thousand dollars, has been contributed by friends and graduates of the school, to be used in assisting worthy students. The provisions for its use are prescribed by a financial committee of the faculty.

Self Government.—The discipline of the school is made as simple as possible. Students are expected to govern themselves; to do, without compulsion, what is expected of gentlemen and ladies, and to refrain voluntarily from all improprieties of conduct.

Attendance.—1. Regular and punctual attendance is required of every member of the school. The advantages of the school freely offered by the State to the students are expensive, and the State has a claim upon the student for the faithful use of them. No student can afford to lose a single school day, unless it is absolutely necessary that he should do it.

2. Students must not make arrangements involving absence from any school exercise without previously obtaining permission. Students who are necessarily absent must make up the work. Students must return punctually after any recess or vacation.

3. When a student finds it necessary to withdraw from the school, he must return the books and other property of the school and receive regular dismissal; otherwise, he must not expect to receive any endorsement from the school.

Graduation.—The statute laws of Massachusetts require that teachers in the public schools of the State shall be "persons of competent ability and good morals," and that they shall have the power to teach and govern the schools. The candidate for graduation from the State normal school must therefore fulfil the following requisites:—

1. He must have competent ability, as shown by his personality.
2. He must have good morals.
3. He must have passed satisfactorily the prescribed course of studies.
4. He must show the ability to teach and govern in his practice work.

Scholarships for Graduates.—There are four scholarships at Harvard University for the benefit of normal schools. The annual

value of each of these scholarships is one hundred and fifty dollars, which is the price of tuition. The incumbents are originally appointed for one year, on the recommendation of the principal of the school. These appointments may be annually renewed on the recommendation of the faculty of the university. Credit for subjects in the *regular course* is given at Harvard, at Radcliffe, at Boston University and at Columbia.

Register of Graduates. — As complete a record as is possible is kept of the graduates, showing their scholarship, training and experience after graduation, together with such testimonials of their success in teaching as may be filed from time to time. Such data will be accessible to superintendents and school committees. This plan enables the school to be of assistance both to its graduates and to superintendents who are seeking good teachers. The graduates of the school are in quick demand. During recent years the majority of the graduating class have been engaged to teach before they graduated, by superintendents and school committees who came to the school to see their work. The graduates find places according to their ability and experience.

Visitors and Correspondence. — The school is always open to the public. Parents and friends of the students, school committees, superintendents, teachers, and any others who are interested in seeing its method and work, are cordially invited to come in at their convenience, and to introduce young persons of promise who may desire to avail themselves of its advantages.

Superintendents of the schools may help the schools under their supervision, and principals of high schools may help their own pupils, by encouraging those graduates of high schools who have the aptitude and fitness for the work, to attend the normal school and make special preparation for teaching.

RESIDENCE HALLS.

Mrs. IDA A. NEWELL, Dean.

Mrs. C. H. BIXBY, Matron.

Miss ROSE E. JUDGE, Resident Nurse.

WILLIAM S. GORDON, Engineer.

WILLIAM MOORE, Superintendent of Gymnasium and Grounds.

The State has erected and furnished pleasant and commodious halls, to accommodate teachers and students. The halls are under the charge of the principal and the dean.

Normal Hall includes the offices, reception and reading rooms, the dining room and residence rooms.

Tillinghast Hall, a fine brick building completed in August, 1896, contains thirty-seven residence rooms.

The New Dormitory for women, completed in September, 1911, contains ninety rooms.

In the assignment of rooms precedence is given to those who have been longest in the school. The assignment of rooms to students in the school is made just before the close of the spring term.

PAYMENTS.

The regulations of the Board of Education require that the boarders shall pay the current expenses, which include table board, heating, lighting, laundry and service. The aim is to make these expenses not more than eighty dollars a term for women, and not more than eighty-five dollars a term for men. The sum of forty dollars is to be paid by each woman, and forty-two dollars and fifty cents by each man, at the beginning of the term, and the same amount at the end of ten weeks from the beginning of the term. The women take care of their own rooms. These rates are made on the basis of two students occupying one room, and do not include board during the recesses. An extra charge is made to students rooming alone and for board during vacations. A deduction of three dollars will be made for each full week's absence. No de-



WOODWARD HALL.

TILLINGHAST HALL.

ductions will be made for absence of less than a full consecutive week.

Payments are required to be strictly in advance, without the presentation of bills. The object of payment in advance is to secure the purchase of supplies at wholesale cash prices. *All school bills must be paid before a diploma is granted.*

The price of board for students attending the school for a period of less than ten weeks is four dollars and twenty-five cents a week.

Visitors can have good accommodations at five dollars per week, or, for a period of less than a week, at the following rates: breakfast, twenty cents; luncheon, twenty cents; dinner, thirty-five cents; lodging, twenty-five cents.

Checks should be made payable to the order of "State Normal School," and when sent by mail addressed to State Normal School, Bridgewater, Mass.

FURNISHINGS.

Each boarder is required to bring bedding, towels, napkins and napkin-ring, and clothes-bag. It is required that every article which goes to the laundry be distinctly and indelibly marked with the owner's name; initials are not sufficient.

Each room is supplied with furniture, including mattress and pillows, is heated by steam, lighted by electricity and thoroughly ventilated. The rooms are furnished with single beds.

The equipment needed for gymnasium work is as explained under Physical Training; arrangements for these articles must be made with the instructor in the department.

WHAT THE SCHOOL OFFERS.

It invites students to a plant costing \$650,000, in one of the pleasantest locations and having one of the best-equipped school buildings in the country.

Its grounds include six acres on which are located the school buildings and the dormitories, a beautiful campus of six acres, a fine chestnut grove of one-half acre, an athletic field of two acres, and a natural science garden of two acres.

It has eleven laboratories, scientific and industrial, furnished with modern appliances and superior collections of specimens for class use; also a natural science garden with a greenhouse.

It has a library of 11,500 volumes in the different departments.

It offers six courses of study, the product of seventy years of experience.

It has a practice school of nine grades and a kindergarten, with abundant opportunities for practice in the neighboring towns. Tuition and use of text-books are free.

It provides for good living at the minimum cost. It has three pleasant, commodious residence halls, furnished, heated by steam, lighted by electricity, and well ventilated. Rent of rooms and use of furniture are free. Board, including table board, heating, lighting, laundry, and service, is furnished at wholesale cost prices.

It offers pecuniary aid to students who are unable to meet their expenses and who stand well in their studies.

It has a first-class, modern gymnasium, and athletic fields.

